The Candidate's Handbook

English

Sara Burkitt Walker
assisted by Paulo Kol

Fundação Alexandre de Gusmão

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Paulo Kol was born in Angola and educated in South Africa, before coming to Brazil in 1978. His first degree is in Journalism, but he has been teaching English since 1979. He gained his Master's in Applied Linguistics in 2009 and has been teaching at Instituto Rio Branco since 2005.

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Sara Walker, August 2010
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Presentation

Ambassador Georges Lamazière

A Fundação Alexandre de Gusmão (FUNAG) retoma, em importante iniciativa, a publicação da série de livros "Manual do Candidato", que comporta diversas obras dedicadas a matérias tradicionalmente exigidas no Concurso de Admissão à Carreira de Diplomata. O primeiro "Manual do Candidato" ("Manual do Candidato: Português") foi publicado em 1995, e desde então tem acompanhado diversas gerações de candidatos na busca por uma das vagas oferecidas anualmente.

O Concurso de Admissão à Carreira de Diplomata, cumpre ressaltar, reflete de maneira inequívoca o perfil do profissional que o Itamaraty busca recrutar. Refiro-me, em particular, à síntese entre o conhecimento abrangente e multifacetado e a capacidade de demonstrar conhecimento específico ao lidar com temas particulares. E assim deve ser o profissional que se dedica à diplomacia. Basta lembrar que, em nosso Serviço Exterior, ao longo de uma carreira típica, o diplomata viverá em diversos países diferentes, exercendo em cada um deles funções distintas, o que

exigirá do diplomata não apenas uma visão de conjunto e entendimento amplo da política externa e dos interesses nacionais, mas também a flexibilidade de compreender como esses interesses podem ser avançados da melhor maneira em um contexto regional específico.

Nesse sentido, podemos indicar outro elemento importante que se encontra sempre presente nas avaliações sobre o CACD: a diversidade. O Itamaraty tem preferência pela diversidade em seus quadros, e entende que esse enriquecimento é condição para uma expressão externa efetiva e que faça jus à amplitude de interesses dispersos pelo país. A Chancelaria brasileira é, em certo sentido, um microcosmo da sociedade, expressa na miríade de diferentes divisões encarregadas de temas específicos, os quais formam uma composição dos temas prioritários para a ação externa do Governo brasileiro. São temas que vão da Economia e Finanças à Cultura e Educação, passando ainda por assuntos políticos, jurídicos, sobre Energia, Direitos Humanos, ou ainda tarefas específicas como Protocolo e Assistência aos brasileiros no exterior, entre tantas outras. Essa diversidade de tarefas será tanto melhor cumprida quanto maior for a diversidade de quadros no Itamaraty, seja ela de natureza acadêmica, regional ou ainda étnico-racial. O CACD é, em razão disso, um concurso de caráter excepcional, dada a grande quantidade de provas de diferentes áreas do conhecimento acadêmico, buscando com isso o profissional que demonstre o perfil aqui esboçado.

No entanto, o perfil multidisciplinar do Concurso de Admissão à Carreira de Diplomata pode representar um

desafio para o candidato, que deverá desenvolver sua própria estratégia de preparação, baseado na sua experiência acadêmica. Em razão disso, o Instituto Rio Branco e a FUNAG empenham-se em disponibilizar algumas ferramentas que poderão auxiliar o candidato nesse processo. O IRBr disponibiliza, anualmente, seu “Guia de Estudos”, ao passo que a FUNAG publica a série “Manual do Candidato”. Cabe destacar, a esse propósito, que as publicações se complementam e, juntas, permitem ao candidato iniciar sua preparação e delimitar os conteúdos mais importantes. O “Guia de Estudos” encontra-se disponível, sem custos, no sítio eletrônico do Instituto Rio Branco e é constituído de coletâneas das questões do concurso do ano anterior, com as melhores respostas selecionadas pelas respectivas Bancas.

Os livros da série “Manual do Candidato”, por sua vez, são compilações mais abrangentes do conteúdo de cada matéria, escritos por especialistas como Bertha Becker (Geografia), Paulo Visentini (História Mundial Contemporânea), Evanildo Bechara (Português), entre outros. São obras que permitem ao candidato a imersão na matéria estudada com o nível de profundidade e reflexão crítica que serão exigidos no curso do processo seletivo. Dessa forma, a adequada preparação do candidato, ainda que longe de se esgotar na leitura das publicações da FUNAG e do IRBr, deve idealmente passar por elas.

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Introduction

The Fundação Alexandre de Gusmão (Funag) offers a series of new, updated editions of the Candidate's Handbooks [Manuais do Candidato] designed to help candidates study for the Diplomatic Service Entrance Examination [CACD]. Members of the academic community, experts in their fields, have been invited to prepare these Handbooks. The ideas expressed in the texts are the exclusive responsibility of their authors.

The Candidate's Handbooks provide a benchmark for the concepts, analysis and bibliography in the subjects they cover. They should not be considered pass notes which will, by themselves, be sufficient to enable the candidate to succeed in the entrance examinations.

Foreword

My association with the Instituto Rio Branco now goes back more than 40 years. It was in the summer of 1968 that I first taught there, soon after my arrival in Brazil. I have also worked for many years with candidates preparing for the diplomatic service examinations and have shared some of their triumphs and disasters in relation to the difficult English test in the entrance examination. In this Handbook, my aim is to pass on a little of the experience acquired in this area.

Since 2005, English has ceased to be an eliminatory subject in the CACD exams. However, the level of English required from diplomats remains as high as ever, both for the entrance examination and in the Diplomatic Service.

The Regulations [Edital], published each year make it clear that an advanced level of English is required. However, an examination which involves Composition, Translation from and into English and Summary writing inevitably contains a strong element of chance: it is virtually impossible to prepare for all the vocabulary and topic areas that might come up.

This Handbook aims to help serious candidates with their preparation for the exam by offering models and a small amount of advice.

It is organized as follows:

Chapter 1 Reading Comprehension [TPS]

Key to Chapter 1

Chapter 2 Composition

Chapter 3 Translation from English to Portuguese [written by Paulo Kol]

Chapter 4 Translation from Portuguese to English

Chapter 5 Summary Writing

Chapter 6 Language Notes and Exercises

Key to Chapter 6

Preparing for Phase 1

The **Phase 1** [TPS] requires excellent comprehension skills and a very wide vocabulary. At the time of writing, the TPS tests set since 2003 are available at concursos e seleções<
http://www.cespe.unb.br/concursos/_antigos/default.asp>.

The TPS test examines your passive skills, in text comprehension and recognition of vocabulary. In addition to this Handbook, you may find it useful to use materials

prepared for advanced international English tests, such as Cambridge CAE and CPE, or TOEFL.

Preparing for Phase 3

The **Phase 3** English exam tests your active skills in

- Translation from English to Portuguese.
- Translation from Portuguese into English.
- Summary writing [with or without other text-based language exercises].
- Composition.

It requires a very advanced knowledge of English, as well as good intellectual ability.

General advice

The Phase 3 English examination contains 4 sections, to be done in 4 hours. One of the main problems you will face is the relatively short time allowed and the number of questions to be answered. This is not mere caprice on the part of the examiners: one of the language skills most needed by diplomats is the ability to translate or draft English texts fast, during a meeting or in regular office work. New diplomats in training often come up against this requirement during their first trainee post. Thus, the ability

to write English accurately under pressure is a skill worth testing.

Plan your time

First read the Regulations [Edital] for the test you are taking, or for the last examination if the Regulations have not yet been published, to get an idea of the exercises the English exam will contain and the number of marks of each section.

Bearing in mind the exercises involved, the distribution of marks and your own strengths and weaknesses in English, make a game plan or overall strategy before you take the test. Think about questions like these:

- How will you use the four hours allowed for the whole test?
- How much time will you spend on each section?
- How and when will you check each section?
- Will you start and finish each exercise systematically, or will you do a rough draft of one section and then move on to the next part of the test?

Obviously the answers will vary according to your personality, your skills and your learning style. Here is a possible scenario for use of the 4 hours:

- Translation from English to Portuguese: 35 minutes

- Translation from Portuguese to English: 35 minutes
- Summary writing: 50 minutes
- Composition: 90 minutes
- Checking and copying final drafts: 30 minutes

If this looks like a time-scheme that will suit you, work to achieve these times as you do your practice exercises. If it doesn't, adapt it to suit your needs. In either case, keep practising in order to produce good work under pressure.

Remember to develop a game plan and work hard to stick to it. Do all you can to avoid spending too long on any section of the test.

During your preparations, try to write fast and accurately. Gradually reduce the time you need to plan and write a composition, produce a summary or translate a text.

Check your work

Everything you write needs to be checked for accuracy at some stage. Decide when and how to do your checking and what you particularly need to check [e.g. spelling, subject-verb agreements, use and omission of 'the', possessive forms, and so on] and get into the habit of checking carefully from the start of your preparations.

Evolution of English in the CACD examinations 2001-2010			
Year	TPS Pre-Selection Test	Phase 3 English	Marks [Phase 3]

Evolution of English in the CACD examinations 2001-2010

Year	TPS Pre-Selection Test	Phase 3 English	Marks [Phase 3]
2001	General culture – no English questions	**Phase 2-eliminatory test**	
		5 hours	
		Minimum pass mark 50	
		Ø Composition [350-450 words]	50 marks
		Ø Translation into English [2 texts]	30 marks
		Ø Text – summary	20 marks
2002	General culture – no English questions	**Phase 2-eliminatory test**	
		5 hours	
		Minimum pass mark 50	
		Ø Composition [350-450 words]	50 marks
		Ø Translation into English [2 texts]	30 marks
		Ø Text-based exercises – summary	10 marks
		Ø Vocabulary – gap fill +	5 marks
		Ø Synonyms for underlined words	5 marks
2003/1	English questions included Test not available	**Phase 2-eliminatory test**	
		5 hours	
		Minimum pass mark 50	
		Ø Composition [350-450 words]	50 marks
		Ø Translation into English [2 texts]	30 marks
		Ø Text – summary	10 marks

		Ø Vocabulary – gap fill	10 marks
2003/2	English – 2 texts 4 True/False questions each with 5 items	**Phase 2- eliminatory test**	
		5 hours	
		Minimum pass mark 50	
		Ø Composition [350-450 words]	50 marks
		Ø Translation into English	30 marks
		Ø Text – summary	10 marks
		Ø Vocabulary – gap fill	10 marks
2004	English - 3 texts 20 True/False questions Weighting 2 for Portuguese & English - Pass mark 16 for English	**Phase 2- eliminatory test**	
		4 hours	
		Minimum pass mark 50	
		Ø Composition [300-400 words]	50 marks
		Ø Translation into English	30 marks
		Ø Summary [max. 200 words]	20 marks
		Phase 3- English- classificatory test	
		4 hours	
		Ø Composition [300-400 words]	45 marks
		Ø Translation into Portuguese	15 marks
		Ø Translation into English	15 marks
		Ø Text-based exercises – summary	15 marks
2005	English **not** included in TPS		

Evolution of English in the CACD examinations 2001-2010

Year	TPS Pre-Selection Test	Phase 3 English	Marks [Phase 3]

		Ø Vocabulary 3 gap fill +	10 marks
		2 multiple choice questions	
2006	**TPS: 2 x 3 hours** 65 questions English: 2 texts + 1 extract for translation 7 MC questions English questions in both AM & PM tests	**Phase 3- English- classificatory test 4 hours**	
		Ø Composition [300-400 words]	45 marks
		Ø Translation into Portuguese	15 marks
		Ø Translation into English	15 marks
		Ø Text-based exercises – summary	15 marks
		Ø Vocabulary 3 gap fill +	10 marks
		2 multiple choice questions	
2007	**TPS: 2 x 3 hours** 65 questions English: 2 texts 10 questions [21-30] 4-T/F 6-MC English in AM section	**Phase 3- English- classificatory test**	
		4 hours	
		Ø Composition [350-450 words]	50 marks
		Ø Translation into Portuguese	20 marks
		Ø Translation into English	15 marks
		Ø Text – summary	15 marks
2008	**TPS: 2 x 3 hours** 65 questions English: 3 texts 9 questions 6 T/F 3 MC English in PM section	**Phase 3- English- classificatory test**	
		4 hours	
		Ø Composition [350-450 words]	50 marks
		Ø Translation into Portuguese	25 marks
		Ø Translation into	25

		Ø Translation into English	25 marks
2009	**TPS: 2 x 3 hours** 80 questions English: 3 texts 13 questions 4 T/F 9MC English in PM section	**Phase 3- English- classificatory test**	
		4 hours	
		Ø Composition [350-450 words]	50 marks
		Ø Translation into Portuguese	20 marks
		Ø Translation into English	15 marks
		Ø Text - summary	15 marks
2010	**TPS: 2 x 3 hours** 80 questions English: 3 texts 12 questions 6 T/F 6 M/C English in PM section	**Phase 3- English- classificatory test**	
		4 hours	
		Ø Composition [350-450 words]	50 marks
		Ø Translation into Portuguese	20 marks
		Ø Translation into English	15 marks
		Ø Text - summary	15 marks

T/F = True or False

MC = Multiple Choice

AM = Morning

PM = Afternoon

Chapter 1
Reading Comprehension
[TPS]

Teste de Pré-Seleção / Pre-Selection Test

Types of questions and the skills they require

Identifying main ideas

Checking factual information

Recognising inference

Vocabulary questions

Sample TPS [English section]

Key and notes to Chapter 1

Information collated from <www.cespe.unb.br>

concursos e seleções IRBr Diplomacia 2012 antigos

<http://www.cespe.unb.br/concursos/_antigos/default.asp>

TYPES OF QUESTION AND THE SKILLS THEY REQUIRE

Good reading skills in English are essential for diplomacy.

In your future career, you will often need to deal with large amounts of information in English in short periods of time. You need to be able to distinguish main ideas, inferences, types of argument, the author's attitude, the target audience and points of detail.

For the purposes of the entrance test (CACD), it is important to recognise the types of question which require:

- An overall appreciation of the text (skimming, reading for gist)
- Drawing inferences (skimming, reading for gist and detailed reading)
- Locating and analysing a specific fact (scanning, followed by detailed study of part of the text)
- Defining vocabulary (scanning, followed by detailed study of part of the text for the purpose of choosing the definition that best fits the text)
- Grammatical analysis (scanning, followed by detailed study of part of the text to analyse the

grammatical function of a word or phrase)

The CACD Teste de Pré-Seleção (TPS) is a multiple choice test. You do not need to write any English, merely to recognise correct answers. But the language level is advanced, and the questions are often subtle, as you will see from the Sample Questions and Sample TPS (English) test used below. Two main types of question are used:

- Multiple choice items with 5 options, only one of which is correct (1 mark per question)
- True / False items (C/E in Portuguese) – normally in a question with 4 items, each worth 0.25 marks

Wrong answers are penalised, so there is skill in deciding when to take a risk and when it is safer to leave a question blank.

As you read each question, try to decide which answer is correct, before consulting the KEY and Notes, at the end of this Chapter.

IDENTIFYING MAIN IDEAS

These generally require you to read [or re-read] the whole text fast for a general impression, and then to comment on main content, the author's attitude to a situation or the target audience for the text.

Sample question 1

One task that requires you to search for the main idea is to ask you to select the best headline for a text.

Two weeks after the Islamists of Hamas toppled the border fence, letting hundreds of thousands of inhabitants of the Gaza Strip spill briefly into Egypt, the situation appears to have returned to what counts as normal. But normal is not good.

Gaza's 1.5 million people remain besieged, generally unable to leave, and with imports restricted to minimal amounts of staple food and fuel. The Hamas militants who have run Gaza since ousting their secular-minded Fatah rivals last summer have continued to fire rockets and mortars into Israeli towns and farms.

As a possible harbinger of more violence to come, Hamas has also taken again to sending suicide bombers into Israel. In the first such Hamas operation since blowing up two buses in Beersheba in 2004, a pair of suicide bombers, reportedly former inmates of Israeli prisons from Hebron in the West Bank, killed a 73-year-old woman in the southern Israeli town of Dimona on February 4th 2008. Israel responded the same day with new missile attacks, killing nine armed Hamas men.

Now, a fortnight since Hamas forces engineered the Gaza break-out, the Egyptian authorities have resealed and reinforced the border, some 12 km (7.5 miles) long, with thick coils of razor wire and hundreds of extra troops; they

say they will resist another attempt to knock a hole in it. Their will was tested this week, when Egyptian security forces clashed with stone-throwing Palestinians.

In accordance with the text, judge – right (C) or wrong (E).

Based on the text, it can be deduced that

( ) a possible title for this article could be:

Back to abnormal.

[From:TPS 2008 CESPE Caderno Norte question 48.3]

Sample question 2

A slightly different approach to main ideas is to ask about the author's approach to the chosen topic.

"For heaven's sake," my father said, seeing me off at the airport, "don't get drunk, don't get pregnant — and don't get involved in politics." He was right to be concerned. Rhodes University in the late 1970s, with its Sir Herbert Baker-designed campus and lush green lawns, looked prosperous and sedate. But the Sunday newspapers had been full of the escapades of its notorious drinking clubs and loose morals; the Eastern Cape was, after the riots of 1976, a place of turmoil and desperate poverty; and the campus was thought by most conservative parents to be a hotbed of political activity.

The Nationalist policy of forced removals meant thousands of black people had been moved from the cities into the nearby black “homelands” of Transkei and Ciskei, and dumped there with only a standpipe and a couple of huts for company; two out of three children died of malnutrition before the age of three.
I arrived in 1977, the year after the Soweto riots, to study journalism. Months later, Steve Biko was murdered in custody. The campus tipped over into turmoil. There were demonstrations and hunger strikes.

For most of us, Rhodes was a revelation. We had been brought up to respect authority. Here, we could forge a whole new identity, personally and politically. Out of that class of 1979 came two women whose identities merge with the painful birth of the new South Africa: two journalism students whose journey was to take them through defiance, imprisonment and torture during the apartheid years.

One of the quietest girls in the class, Marion Sparg, joined the ANC’s military wing, Umkhonto we Sizwe (MK), and was eventually convicted of bombing two police stations. An Asian journalist, Zubeida Jaffer, was imprisoned and tortured, yet ultimately chose not to prosecute her torturers.

Today you can trace the footprints of my classmates across the opposition press in South Africa and the liberal press in the UK — The Guardian, the Observer and the Financial Times. Even the Spectator (that’s me). Because journalism was not a course offered at “black” universities, we had a scattering of black students. It was the first time many of us would ever have met anyone who was black and

not a servant. I went to hear Pik Botha, the foreign minister, a Hitlerian figure with a narrow moustache, an imposing bulk and a posse of security men. His reception was suitably stormy, even mocking — students flapping their arms and saying, “Pik-pik-pik-P-I-I-I-K!’, like chattering hens.

But students who asked questions had to identify themselves first. There were spies in every class. We never worked out who they were, although some of us suspected the friendly Afrikaans guy with the shark’s tooth necklace.

Janice Warman. South Africa’s Rebel Whites. In: **The Guardian Weekly,** 20/11/2009 (adapted).

The overall view the author outlines of late ’70s South Africa is

A. unduly optimistic, coloured by the typically unattainable idealism of young people.

B. predictably hopelessly distorted by the author’s white middle-class background and petit bourgeois values.

C. inherently flawed and, therefore, pointless for it fails to place the country in a broader regional, African or world context.

D. basically descriptive and provides information about a politically, socially, and racially unequal and unfair society poised on the verge of momentous changes.

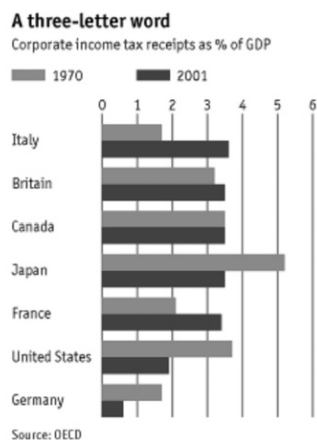
E. oddly detached and unemotional due, perhaps, to the fact that she can only sympathize with the oppressed black population's plight up to a point.

[From:TPS 2010 Cespe Caderno C question 50]

CHECKING FACTUAL INFORMATION

Questions about factual information contained in the text should be, and usually are, relatively easy to answer. However, sometimes these questions may require interpretation of a graph or other visual information, or be couched in difficult language.

Sample question 3

Factual information based on a graph.

( ) According to the graph, from 1970 to 2001, accumulated corporate income tax receipts in North

American countries displayed better results than the European ones.

[From: TPS 2004 CESPE question 37 [C/E]]

Sample question 4

Factual questions may involve a paraphrase of a particular sentence, as occurs here.

[Extract from a longer text]

It is the success of the BBC's news website that most troubles newspapers. Newspapers need to build up their online businesses because their offline businesses are flagging. Total newspaper readership has fallen by about 30% since 1990 and readers are getting older as young people increasingly get their news from other sources — principally the Internet. In 1990, 38% of newspaper readers were under 35. By 2002, the figure had dropped to 31%.

Adapted from "Old News and a New Contender", **The Economist**, June 18th 2005, p. 27-8.

Choose the correct statement, according to the text:

A. Mr. Birt's headstart made the success of the BBC on the Internet a cinch.

B. Readership of British newspapers is graying because young cohorts flock to other media.

C. The BBC's success on the Internet is due to its being a state monopoly.

D. State ownership of the BBC smothers the competition on the Internet.

E. The BBC's venture into site creation sought to rein in the Internet's content.

[From:TPS 2006 CESPE Caderno Delta question 65]

RECOGNISING INFERENCE

Some questions ask you to assess the tone of a passage [neutral, positive or negative] or the author's opinion – in favour of an idea/ against it. In these questions, there are usually some specific words or phrases – often adjectives or adverbs – which reveal the writer's opinion.

Sample question 5

An example of an inference/ opinion question.

Israel is in the dock again. The International Court of Justice (ICJ) is analysing the legality of the security fence being erected on the West Bank. Even a number of Israel's traditional friends are alarmed by the policy. Some fear that the fence will harm the Palestinian economy, cutting off workers from their factories and farms. Others see it as an attempt to extend Israel's border beyond its pre-1967 limit and feel that such walls have no place in the modern world.

These are major objections and they deserve to be answered separately. First, though, it is worth asking why this issue should have come before the Hague judges at all. The ICJ is not a supreme court; it is an arbitration panel. It provides a mechanism whereby two states can, by
mutual agreement, refer a dispute to third-party lawyers. By sending this case to the Hague, the UN is striking at the principle of territorial jurisdiction that ultimately underpins diplomatic relations. That principle is already threatened by the European courts at Strasbourg and Luxembourg, and by the refusal of Spanish and Belgian judges to recognise national sovereignty. We are slowly returning to the pre-modern idea that lawmakers need not be accountable to the people, but rather to abstract ideals.

Faced with a choice between international disapprobation and more Israeli deaths, Mr Sharon has understandably opted for the former. He believes that the fence would have prevented yesterday’s atrocity in Jerusalem, and he is almost certainly right. Gaza is already cordoned off, and no Palestinian terrorists have penetrated the barrier in the past three years (although two British Muslims were able to do so on the strength of their UK passports).

Loosely based on an article in **The Daily Telegraph**, London, February 23rd , 2004 (with adaptations).

( ) It is correct to conclude from the text that its author seems to favour Mr Sharon’s decision to raise a fence on the West Bank, despite the reaction from some of Israel’s traditional friends. Although the author himself refers to some points which could have negative effects on the

Palestinians, he does not show a counterargument to them. [C/E]

[From TPS 2004 CESPE question 49]

Sample question 6

Wording of questions which ask you to recognise inference often begin with “It can be inferred / concluded from the text that…”, as in this example.

(Extract from a longer text)

…Yet doubt still hangs over the big economies like a cloud, producing an increasingly joyless recovery. As global chieftains gather this week at the World Economic Forum in Davos to mull over the theme of prosperity and security, they are finding that prosperity is returning most brightly outside the major markets, in places like China, Southeast Asia and even parts of Latin America and Africa. There is plenty of talk of bubbles and overheating in some emerging markets, but not all markets are created equal, and a pack of bulls believes a new golden age is falling on these countries as a whole.

Newsweek, January 26th , 2004 (with adaptations).

( ) From the text it can be inferred that the global recovery is oddly joyless in big markets, newly confident in emerging ones. [C/E]

[From:TPS 2004 CESPE question 39]

Sample question 7

Inference questions may also be based on a single sentence or phase of the text. In the example below, it is necessary to scan the whole text to find the passage that mentions smoking.

(Extract from a longer text)

...It didn't hurt that she was petite and beautiful, with perfect cheekbones, straight, smooth hair that she wore parted in the middle or in pigtails, melancholy blue-grey eyes, set off by eye-liner, a cigarette-cured voice; and an adorable Italian accent.

Internet: <www.newyorker.com>

( ) Fallaci had either been a heavy smoker or had smoked for a long time.

[From:TPS 2010 CESPE Caderno C question 42 item 2]

VOCABULARY AND LANGUAGE QUESTIONS

Gap fill

Detailed meaning is often tested through vocabulary questions. The following sample questions illustrate some types of vocabulary question used in past TPS tests.

One way of checking on vocabulary and knowledge of English is to ask you to fill gaps. These have tended to be gaps for prepositions or phrasal verbs.

Sample question 8

Vocabulary questions asking you to fill gaps in the text have commonly involved prepositions, as in the example below.

(Extract from a longer text, concerning a poem called "Ozymandias" by the English Romantic poet, Shelley)

Written in 1818, when Britain's global hegemony was greater than ever before, "Ozymandias" expressed a timely and moving indictment of empire. The Napoleonic Wars had left Britain triumphant. But they had also left it with massive debts, widespread unemployment, huge numbers of demobilized soldiers, industrial discontent, and a visibly unrepresentative Parliament in need of reform. The "Peterloo massacre" of 1819, at which soldiers opened fire on an apparently peaceful workers' rally at St. Peter's Fields in Manchester, pointed to the uglier possibilities of the peace. It looked as if just the things that Napoleon had represented might be visited on Britain,
too. "Ozymandias" held a mirror up _____________
Britain that reflected a frightening image _________ .

(Adapted from Jasanoff, Maya. **Edge of Empire: lives, culture, and conquest in the East, 1750-1850.** N. York: Alfred A. Knopf, 2005. p. 261).

The last sentence of the text has been left with two blank spaces. Choose the option below that contains the correct sequence of prepositions that fill in the blanks.

"Ozymandias" held a mirror up_________ Britain
that reflected a frightening image _______________.

[Reproduced by kind permission of Maya Jasanoff]

A. to – back

B. at – back

C. for – over

D. for – back

E. to – over

[From: TPS 2006 CESPE Caderno Beta question 36]

Sample question 9

The gap to be filled in here involves correctly identifying the particle of a phrasal verb.

The BBC, Britain's mammoth public-service broadcaster, has long been a cause for complaint among its competitors in television, radio and educational and magazine publishing. Newspapers, meanwhile, have been protected from it because they published in a different medium.

That's no longer the case. The Internet has brought the BBC and newspapers in direct competition _________
and the BBC looks like coming _________ best.

Choose the option that fills in the following blank with the correct preposition.

"... and the BBC looks like coming ____ best." (1.6)

A. at

B. on

C. by

D. over

E. off

[From:TPS 2006 CESPE Caderno Delta question 63]

Sample question 10

Vocabulary questions may depend on straightforward definitions.

( ) The word “harbinger” (l.8) means: a sign that something will happen soon, often something bad.

[From: TPS 2008 CESPE Caderno Norte question 46 item 4- text printed for Sample question 1 on page 11 above]

Sample question 11

A relatively common type of vocabulary item is (X) can be correctly replaced by (Y)

The example here is on the borders between grammar and vocabulary.

(Final sentences of a longer text)

Oh, and leading the world in the fight against climate change need not cost jobs, even in the most polluting

branches of heavy industry. “We want to keep our industry in Europe,” insisted Mr Barroso.

( ) In the text, “need not cost” can be correctly replaced by **does not need to cost**.

[From:TPS 2006 CESPE Caderno Norte question 45, item 4]

Sample question 12

A variation of this type of vocabulary question phrases the question as “x and y are interchangeable.”

(Sentence from the last-but-one paragraph of the text printed for sample question 2 on page 12)

I went to hear Pik Botha, the foreign minister, a Hitlerian figure with a narrow moustache, an imposing bulk and a posse of security men.

( ) “posse” (l.2) and **entourage** are interchangeable

[From: TPS CESPE 2010 Caderno C question 51 item 4]

Sample question 13

Instead of a synonym, the question may ask for an antonym. You must read the rubric very carefully!

(Extract from a longer text)

Recently a former British foreign secretary, Jack Straw, caused a row by causing his Muslim constituents to remove their veils when they met him; and a lawsuit confirmed that

that British schools could sack teachers who wore face-covering garments.

In the fragment “Recently a former British foreign secretary”, the antonym of former is

A. latter

B. current

C. actual

D. chief

E. previous

[From: TPS CESPE 2007 Caderno Papa question 24]

Sample question 14

Some questions require more than one definition, as in

(Extract from a longer text)

In her interview with Kissinger, she told him that he had become known as “Nixon’s mental wet nurse,” and lured him into boasting that Americans admired him because he “always acted alone” – like ‘the cowboy who leads the wagon train by riding ahead alone on his horse, the cowboy who rides all alone into the town.”

In the fragment “lured him into boasting that Americans admired him” (l.2), the words “lured” and “boasting” mean, respectively,

A. **pressed** and **stating**

B. **tempted** and **denying**

C. **enticed** and **bragging**

D. **challenged** and **acknowledging**

E. **coerced** and **showing off**

[From: 2010 CESPE Caderno C question 41]

COMPLETE SAMPLE TPS TEST [ENGLISH SECTION]

Sample Test [English Section]

2009 TPS CESPE questions 40-51

This text refers to questions 40 to 43

Fundamentalism has one interesting insight. It perceives the science-based, libertarian, humanist culture of the modern era as being itself a kind of new religion — and its deadly enemy. We fail to see this because we are immersed in it, it dominates more than nine-tenths of our lives, and it is so amorphous. It has no officially recognised scriptures, creeds, prophets or organisation. Rather, it is a loose coalition of many different forces, kept on the move and in constant self-criticism and self-correction by an active and striving ethic derived from Protestantism. So far as this new faith — if that is what it is — has theologians, priests and

prophets, they are, respectively, the scientists and scholars whose business it is to criticise and increase knowledge, the artists who refine our perceptions and open up new life-possibilities, and the armies of idealistic campaigners who urge us to become active in hundreds of good causes.

So seductive and compelling is this new faith that it is somehow impossible to avoid adopting its language and its way of thinking. They are everywhere, and irresistible. That is what makes it like a religion: once we are in the midst of it and do not appreciate how strong and distinctive a flavour it has, we are largely unaware of its awesome, unstoppable, disruptive evangelistic power

Don Cupitt. **The Sea of Faith.** London: British Broadcasting Corporation, 1985, p. 181 (adapted).

Question 40

It can be concluded from the text that:

A. fundamentalism is more intuitively perceptive than secular culture.

B. scientists and scholars act the same way as theologians, priests and prophets.

C. modern humanist culture is subliminally pervasive.

D. idealism compels people to join good causes.

E. Protestantism is the backbone of modern humanist culture.

Question 41

Judge — right (C) or wrong (E) — the following items with reference to the text.

1. ( ) The pronoun “its” (l.4) refers to “humanist culture”.

2. ( ) The word “Rather” (l.8) means more or less.

3. ( ) In context, the expression “So far as” (l.11) means as though.

4. ( ) The word “business” (l.14) could be appropriately replaced by concern.

Question 42

Indicate which of the following words or phrases would **not** be an appropriate synonym for the word “once” in the phrase “once we are in the midst of it” (l.22/l.23).

A. because

B. since

C. as

D. whenever

E. inasmuch as

Question 43

In the phrase “That is what makes it like a religion” (l.14), the word “That” refers to:

A. the fact that one cannot avoid adopting its language and rationale.

B. the language and way of thinking being everywhere.

C. the pervasiveness of modern humanist culture.

D. the seductiveness of science-based thinking.

E. the ubiquitousness of the new faith.

This text refers to questions 44 to 47

German scientists have reconstructed an extraordinarily detailed picture of the domestic life of Martin Luther, the 16th-century reformer and father of Protestantism, by trawling through his household waste uncovered during archaeological digs on sites where he used to live.

Despite the widespread belief that Luther lived in poverty, evidence suggests he was a well-fed man — weighing in at a hefty 150 kg when he died in 1546 at the age of 63.

Even Luther’s claim that he came from humble circumstances has been dismissed. New evidence has shown that his father owned land and a copper mill besides lending money for interest. His mother meanwhile was born

into an upper middle class family and it is unlikely, as Luther suggested, that she “carried all her wood on her back”.

Extensive research carried out at the family home in Wittenberg showed that Luther wrote his celebrated texts with goose quills under lamps lit by animal fat, in a heated room which overlooked the River Elbe. It obviously suited him because he churned out 1,800 pages a year. It debunks something of the Luther myth to know he wrote the 95 theses on a stone toilet, which was dug up in 2004.

But the claim by historians which will arguably be most upsetting for followers is the recently uncovered written evidence that it was not, as thought, a lightning bolt which led to the then 21-year-old’s spontaneous declaration he wanted to become a monk. Rather, it was his desperation to escape an impending arranged marriage.

Kate Connolly. History digs up the dirt on Martin Luther, *In*: **The Guardian**, Monday, 27 Oct. 2008. Internet: <www.guardian.co.uk> (adapted).

Question 44

According to the text, recent archaeological finds

A. have revealed that Luther was not truly religious.

B. have supplemented and adjusted the portrait of Luther.

C. have perturbed Lutherans’ beliefs.

D. have proven that Luther misrepresented his parents' financial status.

E. date back to the year 2004.

Question 45

Indicate which of the following statements is **not** consistent with information the text provides.

A. Luther's weight belies his supposed poverty.

B. Luther's parents were relatively well-off.

C. Luther lived in reasonable comfort at his home in Wittenberg.

D. Luther's mother probably did not carry "all her wood on her back".

E. Luther's religious calling was not genuine.

Question 46

The word "digs" (l.5) is

A. a noun referring to accommodation.

B. a noun referring to excavation.

C. a verb referring to mocking.

D. a verb referring to accommodation.

E. part of an adjectival phrase qualifying sites.

Question 47

Based on the text, judge — right (C) or wrong (E) — the following items.

1. ( ) The aim of describing Luther as “weighing in at a hefty 150 kg when he died” (l.9) is to suggest a humorous comparison with a heavy-weight boxer.

2. ( ) The phrase “churned out 1,800 pages a year” (l.22) suggests that Luther was a careless writer.

3. ( ) Luther’s father indulged in usury.

4. ( ) The reference to a “lightning bolt” (l.28/29) was meant to allude to putative divine intervention in Luther’s calling.

This text refers to questions 48 to 51

It’s cold and early and Detlef Fendt repeats a morning ritual, heaving himself onto the side of his 28-year-old BMW motorbike and jumping with all his might on the kick-start. It takes a few goes, but eventually the bike roars into life. After all, this is the sort of solid reliable machine that makes German goods a household name for quality. It’s that good name that means Germany is the world’s top exporter. China may take the title soon, but for the moment Germany is still a world-beater.

Detlef is part of that success story. For the last 40 years he’s made machine tools for Daimler cars at the Berlin plant. He started work when he was 16 and is now the

plant’s main union representative for IG Metall. But this year, thanks to the world credit crunch, he’ll be getting an unwanted seasonal break from his early morning ritual. The plant is closing down for an extra-long Christmas break, from mid-December to 19 mid-January, because of falling orders.

He tells me: “At the moment we are in a distribution crisis — the automobile industry is not selling enough cars and lorries”.

Consumer confidence was dented in Germany long before the credit crunch, and despite his union’s recent deal it is not returning.

Germany is now in recession and the figures have been worse than economists were predicting. Equally bad statistics for the whole of the European Union are expected today. While consumers in America feel cowed, while Asia is jittery, the rest of Europe watches fearfully as the biggest economy in Europe continues to shrink.

cowed, while Asia is jittery, the rest of Europe watches fearfully as the biggest economy in Europe continues to shrink.

Mark Mardell. Germany loses revs. **BBC World News.** At: <www.bbc.co.uk (adapted)>

Question 48

Based on the text, judge — right (C) or wrong (E) — the following items.

1. ( ) Fendt’s motorbike starts up immediately because it is a reliable machine.

2. ( ) German manufactures are renowned for their quality and durability.

3. ( ) Fendt is being made redundant.

4. ( ) IG Metall is a subsidiary of BMW.

Question 49

Judge — right (C) or wrong (E) — the following items with reference to the text.

1. ( ) In context, the phrase “household name” (l.6) could be appropriately replaced by **synonym**.

2. ( ) “After all” (l. 5) is equivalent to **Eventually**.

3. ( ) The Berlin factory is closing temporarily owing to a slump in demand.

4. ( ) The word “dented” (l.22) suggests an acute effect.

Question 50

In the phrase “consumers in America feel cowed, while Asia is jittery” (l.29), the most appropriate synonyms for “cowed” and “jittery” are respectively

A. **bovine** and **aggressive**.

B. **herded** and **troubling**.

C. **confined** and **alacritous**.

D. **threatened** and **apprehensive**.

E. **bent over** and **trembling**.

Question 51

In context, “might” (l.3) and “kick-start” (l.4) are respectively

A. a conditional verb and a noun.

B. a noun and a verb.

C. an auxiliary verb and a transitive verb.

D. an auxiliary verb and a noun.

E. a noun and a noun.

CHAPTER 1 TPS - KEY AND NOTES

Sample question 1

Correct option: (C) Correct.

The text makes it clear that the difficult situation in the Gaza Strip changed briefly after the inhabitants gained access to Egypt by breaking down a wire fence. When the

Egyptian authorities restored the fence, the status quo – in itself a difficult and abnormal situation – was re-established.

This question involves an understanding not just of the first few lines of the text, but also of the writer's attitude to the strained situation in Gaza under Hamas rule.

Sample question 2

Correct option: D

Selecting the correct answer requires the understanding of some difficult language both in the text and in the options. You must interpret the author's reason for writing as well as her attitude to what she describes. The phrasing of the question may be analysed in addition to the text itself. Options A, B, C and E all seem critical of the text or in some way hostile to it. Option D, on the other hand, seems more sympathetic towards the writer and her attempt to analyse the difficult situation in South Africa in the last years of the apartheid regime.

Some knowledge of events in South Africa in the last few decades of the twentieth century are also a help in answering this question.

Sample question 3

Correct option: (E) False.

This question requires the basic general knowledge of which countries listed in the graph are in Europe – here

Italy, Britain, France and Germany.

It also requires an analysis of the proportion of GDP represented by income tax in these European countries in contrast to the USA and Canada, between 1970 and 2001. The term “accumulated” is slightly ambiguous, since it might refer to the difference between the two figures, or to the sum of the two. You must also take a gamble on whether the figures for the regions should be taken together or individually.

Sample question 4

Correct option: B

The language in which the options are expressed makes the choice of answer particularly difficult. Even first-class candidates could have difficulty correlating option B [listed as correct] with the statement “Total newspaper readership has fallen by about 30% since 1990 and readers are getting older as young people increasingly get their news from other sources — principally the Internet.”

Sample question 5

Correct option: (C) Correct.

Paragraph 1 supports the point raised in the question: some negative reactions from Israel’s friends are mentioned in the sentences “Some worry that… Others see it as…”

Paragraph 3, however, definitely seems to favour Mr Sharon. Key phrases are “has understandably opted…” and “he is almost certainly right.” The statement is considered correct.

Sample question 6

Correct option: (C) Correct.

This question is unusual, because it takes the words “joyless” and “emerging markets” from the original text and uses them in the statement to be analysed. This makes the answer easier to detect than, say, sample 4, above. The option is considered correct.

Sample question 7

Correct option: (C) Correct.

This question requires you to scan a text of some 686 words for any reference to smoking, and then to interpret the phrase “a cigarette-cured voice”.

Note that “cured” here is probably used in the sense of “preserved” in the way ham or fish can be cured by using smoke or salt, rather than in the more common sense of recovering from a disease.

Sample question 8

Correct option: A

This question is extremely tricky. Sometimes, however, double option questions are actually easier than single options. Here, the collocation “reflect back” is more relevant to a mirror than “reflect over” – which is more likely to concern another meaning of reflect, .i.e. think something over. This allows you to eliminate two options, C and E. Similarly “held a mirror up at Britain” is a little unnatural. This leaves the vexed question of the difference between “to” and “for”. Either is logically possible, but the phrase “hold the mirror up to” has become virtually a fixed phrase, containing an echo of Hamlet, who advises a troupe of visiting actors to “hold the mirror up to nature” and act as naturally as they can.

Sample question 9

Correct option: E

The Macmillan English Dictionary gives the following definition of the phrasal verb come off [intransitive] to achieve a particular result in an activity, especially a competition or fight

come off well/badly/best/worst:

He came off quite badly in the exchange of insults.

<http://www.macmillandictionary.com/dictionary/american/ >

Sample question 10

Correct option: (C) Correct.

This definition is identical with that of the Macmillan English Dictionary <http://www.macmillandictionary.com/dictionary/american/>. A wide vocabulary is an enormous asset both for TPS and for the Phase 3 English exam.
Do everything you can to expand your vocabulary as you study.

Sample question 11

Correct option: (C) Correct.

This question is straightforward, for once.

Sample question 12

Correct option: (C) Correct.

Despite the structural impossibility of replacing a posse with a entourage, this answer was considered correct.

The answer caused surprise, by apparently ignoring a grammatical issue in favour of a purely semantic choice. The answer was maintained against appeal.

However, in the “x can be replaced by y” or “x is interchangeable with y” type of question, you would normally be well advised to check that a replacement word fits the grammatical context as well as the meaning of the

text. If in doubt, you might leave a dubious option of this kind blank.

Sample question 13

Correct option: B

This question requires you to pay careful attention to the rubric (which tells you that you are looking for an antonym, not a synonym) and to avoid the trap of a false cognate (actual /atual). If you pay attention to both these points, you should have no greatdifficulty in choosing the correct option.

Sample question 14

Correct option: C

This requires a sound knowledge of vocabulary, both for the interpretation of the text and for the choice of the correct synonyms.

Sample Test – Key and notes

2009 TPS CESPE questions 40-51

Question 40

Correct option: C

Comment:

This could be classed as an **“Inference”** question, since it deals with a point which is not expressed in so many words, but is clearly implied.

The rubric uses the words

“ It can be concluded from the text that…”

The key passage for the correct interpretation is the last paragraph:

“So seductive and compelling is this new faith that it is somehow impossible to avoid adopting its language and its way of thinking. They are everywhere, and irresistible. That is what makes it like a religion: once we are in the midst of it and do not appreciate how strong and distinctive a flavour it has, we are largely unaware of its awesome, unstoppable, disruptive evangelistic power.”

Option E is a distractor: the text refers to Protestantism as one of the sources from which modern humanist culture is derived – perhaps not its backbone or main source of support, though.

Question 41

Judge — right (C) or wrong (E) — the following items with reference to the text.

Comments – with best definitions, based on the Macmillan English Dictionary.

1. (**E**) The pronoun “its” (l.4) refers to “humanist culture” (l.2/3). Logically, “its” cannot refer to the new humanist culture - it has to refer to “Fundamentalism” at the beginning of the sentence.

2. (**E**) The word “Rather” (l.8) means **more or less**. (Best definition)

Rather. (adverb)

used for introducing a true statement after saying that another statement is not true

3. (**E**) In context, the expression “So far as” (l.11) means **as though**. (Best definition)

So far as [=insofar as]

up to a particular point or degree

4. (**C**) The word “business” (l.14) could be appropriately replaced by **concern**.

(Best definition)

business

[uncountable] something that affects or involves a particular person and no one else

It’s my business who I go out with.

I’ll loan money to whoever I want to – it’s not your business.

Question 42

D is the option selected as correct.

Comment: I had expected this question to be cancelled, owing to a semantic error. The question contains a typical piece of Brazilian English, in making **“once**” equivalent to “because”, “since”, “as” or “in as much as”.

However, beware! “**Once**” means “after” or “when”, not “because”.

In informal conversation, a member of the examining board mentioned that it was decided that there was no need to cancel the question, since the semantic error did not affect the choice of the correct answer.

Question 43

Correct option: A

This question is almost unreasonably difficult, since all five options refer to ideas closely related to each other.

So seductive and compelling is this new faith that it is somehow impossible to avoid adopting its language and its way of thinking. They are everywhere, and irresistible. That is what makes it like a religion: once we are in the midst of it and do not appreciate how strong and distinctive a flavour it has, we are largely unaware of its awesome, unstoppable, disruptive evangelistic power.

A. the fact that one cannot avoid adopting its language and rationale.

B. the language and way of thinking being everywhere.

C. the pervasiveness of modern humanist culture.

D. the seductiveness of science-based thinking.

E. the ubiquitousness of the new faith.

Comments

Careful analysis of the part of the text I have underlined may eventually reveal that Option A is, in fact, more precise than option B, C,D or E but it might take some minutes to reach that conclusion. The penalty for wrong answers might suggest leaving this question blank if you are under pressure of time.

Question 44

Correct option: B

Comments

According to the text, recent archaeological finds

A. have revealed that Luther was not truly religious.

B. have supplemented and adjusted the portrait of Luther.

C. have perturbed Lutherans' beliefs.

D. have proven that Luther misrepresented his parents' financial status.

E. date back to the year 2004.

B seems a better representation of the main idea/purpose of the text.

There is no evidence in the text to support A or C.

E might seem possible, but 2004 is mentioned in connection with the discovery of a stone toilet, not as the starting or finishing point of excavations.

There is a difficult choice between B and D, which might both be considered correct. D can perhaps be discarded because the verb "have proven" is unduly categorical: evidence points in this direction, but concrete proof is still missing.

Question 45

Correct option: E

Comment

This is a type of question which has not often been used in TPS tests. It requires close attention to the word "**not**" in the rubric. That said, the answer is relatively straightforward: while the text does question Luther's reason for becoming a monk, it does not go so far as to question his religious faith itself. There is evidence in the text to support all the other four options.

Question 46

Correct option: B

The word “digs” (l.5) is

A. a noun referring to accommodation.

B. a noun referring to excavation.

C. a verb referring to mocking.

D. a verb referring to accommodation.

E. part of an adjectival phrase qualifying sites.

Comment

Questions involving word-class or any kind of grammatical analysis have been rare in TPS tests. However, they can be expected where such distinctions affect comprehension / interpretation of the text. This is a clever question, in that “accommodation” and “mocking” are both possible meanings of “digs’’ and the verb “to dig” is more commonly used than the noun “a dig” (an excavation).

In the last analysis, the association of words in the phrase “archeological digs” makes it relatively easy to classify the word as a noun and to predict the correct answer – option B.

Question 47

Based on the text, judge — right (C) or wrong (E) — the following items.

1. (**C**) The aim of describing Luther as “weighing in at a hefty 150 kg when he died” (l.9) is to suggest a humorous comparison with a heavy-weight boxer.

The Macmillan Dictionary gives “*to have your weight checked before you take part in a sport such as boxing or horse racing*” as the first definition of the phrasal verb “weigh in”.

<http://www.macmillandictionary.com/dictionary/british/weigh-in>

The option is correct.

2. (**E**) The phrase “churned out 1,800 pages a year” (l.22) suggests that Luther was a careless writer.

This question is tricky. In the text, the implication is that Luther was a prolific writer, not a careless one. However, the definition given by the Macmillan Dictionary for the phrasal verb “churn out” is:

to produce something in large quantities quickly and often carelessly.

<http://www.macmillandictionary.com/dictionary/american/churn-out>

[Note that this definition says “often”, not “always”]

3. (**C**) Luther’s father indulged in usury.

This is also tricky. Lending money for interest, in Luther’s age, was actually considered ‘usury’

[Medieval Latin usuria, “interest”, from the Latin usura]. An interesting insight into 16th century attitudes comes in Shakespeare’s “The Merchant of Venice”, where Antonio, the merchant, does not charge interest, but the Jewish money-lender, Shylock, does, and is reviled for doing so. However, a 21st century student can be forgiven for getting the answer wrong, since today usury means
“excessive interest”, and there is no indication that Luther’s father exploited his clients.

4. (**C**) The reference to a “lightning bolt” (l.28/29) was meant to allude to putative divine intervention in Luther’s calling.

This question is straightforward. Where religious conversion or belief is associated with extreme weather events [whirlwinds, hurricanes, floods, thunder and lightning], the normal Biblical and popular interpretation is that of divine intervention. The option is correct.

Question 48

Based on the text, judge — right (C) or wrong (E) — the following items.

1. (**E**) Fendt’s motorbike starts up immediately because it is a reliable machine.

This is a good example of a factual question where the language could cause difficulty.

It requires an understanding of this section of the text: *“jumping with all his might on the kick-start. It takes a few*

goes, but eventually the bike roars into life." This indicates the bike takes time to start.

2. (**C**) German manufactures are renowned for their quality and durability. This assertion is clearly supported by *"the sort of solid reliable machine that makes German goods a household name for quality"*.

3. (**E**) Fendt is being made redundant.

This answer comes in lines12-16 of the text. Fendt and his colleagues are being temporarily laid off, not made permanently redundant. But the distinction is difficult and requires a detailed knowledge of labour terms.

4. (**E**) IG Metall is a subsidiary of BMW. There is no evidence to support this assertion.

Question 49

Judge — right (C) or wrong (E) — the following items with reference to the text.

1. (**C**) In context, the phrase "household name" (l.6) could be appropriately replaced by **synonym**.

Another difficult choice: a household name is a very well-known name. In context, this is taken by the examiners to mean a synonym. Macmillan Dictionary gives this definition:

be a household name/word

to be very well-known

Microsoft has become a household name.

<http://www.macmillandictionary.com/dictionary/british/household_7#bea-household-name-word>

2. (**E**) "After all" (l. 5) is equivalent to **Eventually**.

After all, according to Macmillan, is "used when giving a reason to explain what you have just said." Eventually, on the other hand, means "at the end of a process or period of time in which many things happen."

3. (**C**) The Berlin factory is closing temporarily owing to a slump in demand. This answer is supported by lines 12-16 of the text.

4. (**E**) The word "dented" (l.22) suggests an acute effect.

Something that is dented is not actually broken, but pushed or knocked inward by an impact. The effect is not normally an acute effect (i.e - very serious or severe one).

Question 50

Correct option: D

In the phrase "consumers in America feel cowed, while Asia is jittery" (l.29), the most appropriate synonyms for "cowed" and "jittery" are respectively

A. **bovine** and **aggressive**.

B. **herded** and **troubling**.

C. **confined** and **alacritous**.

D. **threatened** and **apprehensive**.

E. **bent over** and **trembling**.

Again, a clever question which takes up more than one association of “cowed” with cattle – inappropriate in this case. Here, “cowed” means intimidated and the correct answer is clearly D. Once again, candidates with a broad range of vocabulary will benefit.

Question 51

Correct option: E

In context, “might” (l.3) and “kick-start” (l.4) are respectively

A. a conditional verb and a noun.

B. a noun and a verb.

C. an auxiliary verb and a transitive verb.

D. an auxiliary verb and a noun.

E. a noun and a noun.

As mentioned for question 46, grammatical questions have traditionally been rare. It is not immediately clear how this question contributes to show good understanding of the text, though it does perhaps reveal something about your knowledge of English!

Chapter 2
Composition Writing

Recently the composition has appeared as the last exercise in the test, often on a topic linked to a theme that has been developed in the translation exercises and the English text for summary. In this Handbook, Composition Writing is dealt with before the other Phase 3 exercises here for two reasons:

- First, it normally carries 50% of the marks for the test.
- Secondly, candidates can and should work particularly hard on improving their composition skills. Doing so is likely to bring noticeable rewards in terms of improved marks.

Since there is often a theme link between the various texts used, it is not normally a good idea to write your composition until you have read all the texts in the test.

GENERAL INFORMATION AND ADVICE (2010)

The Regulations [Edital] and Study Guide [Guia de Estudos] contain the following information about the English composition. This information has recently been printed in Portuguese, but was previously given in the English version used here. The basic information has barely changed at all over the last ten years, although there have been some minor changes in the total number and the distribution of marks for the composition.

Composition (50 marks): The examiners expect an advanced knowledge of English combined with an ability to put it to effective use in a well-planned composition. A total of 50 marks is awarded for the composition, allocated as follows:

Grammatical accuracy (20 marks): here the examiners assess the correctness and appropriacy of the writing. One mark is deducted for each serious mistake and half a mark for each minor slip (including punctuation) or spelling mistake. Candidates scoring zero in this section through weak command of English will automatically score zero for the entire composition. A composition which is shorter than the specified minimum length of 350 words will be penalised 0.2 marks for each word below the minimum number.

Plan and development of ideas (20 marks): the three main considerations here are:

(1) the candidate’s ability to think clearly and express himself/herself logically in English;

(2) the relevance of ideas and exemplification to the subject of the composition; and

(3) organisation of the text as expressed in features such as adequate paragraphing.

Candidates should aim to make their composition as interesting as possible. Although the examiners cannot demand novel ideas, they are likely to be favourably impressed by genuine originality. Apt illustration is a useful way to achieve this end. Passages that have patently been learnt by heart and are artificially engineered into the composition will be penalised.

Quality of language (10 marks): Marks are awarded on a positive basis in this item for good idiomatic English, varied constructions and a display of aptly chosen, broad-ranging vocabulary. Candidates producing correct but pedestrian English of a distinctly elementary nature may score zero in this section, particularly if this is seen to be playing safe.

Length: In recent years, the standard length was 350-450 words. Failure to observe the specified length was severely penalised. The 2011 Regulations [Edital] specify 45-60 lines, without mentioning any penalty.

STRUCTURE OF THE COMPOSITION

Planning

Plan what you are going to say before you write. However well you may write without previous planning in your own language, you need to plan when you write in English. First sort out what you want to say, then decide how you are going to express your ideas elegantly and correctly.

Organising ideas

Given that 20 marks are allocated for plan and development of ideas, you not only need to have a very clear plan, you also need to make it clear to the examiners a) that you have a plan and b) what that plan is. Here are some things you might do.

As you read the list, mark the following

- Instructions you already follow
- Instructions that are not part of your normal routine, but which might be useful
- The order in which you use / could use the instructions below.

Consider the topic very carefully and make sure you grasp the meaning
Brainstorm all the ideas you can find on the topic and all the keywords
Consider the approach you will adopt to the topic and your thesis statement/ problem
Organise a numbered framework for your paragraphs
Plan the introduction
Check that your introduction functions as a road map for your composition
Plan the conclusion
Plan ways of illustrating or substantiating each main idea
Read your draft
Plan the words and phrases you will use to link your paragraphs
Start writing, following your detailed plan.
Correct your English and improve your vocabulary
Check all your subject-verb agreements and all your possessives (its / their, etc.)
Look out for silly mistakes, like 'de' instead of 'the'

Coherence

The final (linear) plan should contain topic headings and sub-headings. By looking at these headings before you start to write, you can see if you have thought of the content in an organised, logical way. Your composition should have a clear structure. The skeleton of the composition – the organisation of the ideas – should be visible to the person reading the text. You should include a clear thesis statement which provides a road map for you and your reader to follow.

Cohesion

You should also consider how your paragraphs will be connected to one another and how the composition will form a complete text with a definite shape to it.

Introduction	Topic Thesis statement/ road map
	connection
Paragraph 2	Topic Sub-topic(s) and illustration(s)
	connection
Paragraph 3	Topic Sub-topic(s) and illustration(s)
	connection
Paragraph 4	Topic Sub-topic(s) and illustration(s)
	connection
Conclusion	Should round off the ideas and preferably relate to the introduction

Introduction and Conclusion

The introduction and conclusion are particularly important, because they provide the examiner's first and last impression of your writing skills. It is worth devoting some time to the content and the language of these sections. You should make a clear connection between the introduction and the conclusion, but do not just repeat the same ideas in both. Many compositions lose impact because the conclusion is (a) absent, (b) a repetition of what has been said, or (c) not related to the evidence in the composition.

Stick to your plan

Once you have made your plan, stick to it rigidly. As time is very limited, you cannot give yourself the luxury of having second thoughts and starting again. So if you are tempted to tear up your first draft and start again, resist the temptation and trust to your original idea.

Templates

It is useful to have a few templates, or types of plan, in your head. Then you can quickly choose an appropriate type of plan and use it [see **Model Compositions**, below].

OTHER GOOD THINGS TO FIND IN COMPOSITIONS

Audience awareness

Write your composition for an intelligent adult with no specialized knowledge of the topic you are dealing with. Avoid being patronizing (I know everything and my audience is ignorant); or too sophisticated (e.g. referring to abstruse historical events or publications as if you expect your reader to know all about them). Above all, show your ability in critical thinking: you are not obliged to agree with quotations set for composition writing, and are entirely free to disagree. Above all, try to make your composition interesting to read. Even if your ideas are not new, you can present them in an interesting way. This might be done by using metaphor [see Model Composition 4 Paragraph C] or by providing pertinent evidence of your idea.

Evidence

Remember to provide evidence in support of your points – preferably from several sources. In 2010, general compositions which did not give appropriate examples to back up their points scored very low marks for Plan and Development of Ideas.

Concision

Try to find succinct and incisive ways of expressing your ideas and avoid unnecessary repetition. Refer to the key words in the title, but do not repeat the whole quotation unless you have a very good reason to do so.

Carefully organised paragraphs

The paragraphs should also be planned. The main weaknesses in paragraphing are normally paragraphs which are too long (e.g. in Model Composition 9) or too short (e.g. in Model Composition 5 – paragraphs A and B). When short paragraphs are taken to extremes, each sentence becomes a separate paragraph and the composition ends up looking like a poem. In English texts, a paragraph has a topic sentence which states the main point, plus related sub-topics or illustrations of the topic sentence. While the topic sentence often opens the paragraph, it does not have to. The paragraph can be constructed, for instance, with an example first and the main idea afterwards (see Planning Exercise 4 – item A on page 61).

Good use of English

Avoid enormously long sentences, but try to vary sentence length between short and longer ones. Use a variety of sentence structures. Try to include interesting vocabulary and a few elegant structures. These might include things like

- hypothetical conditions [*If A had not happened, B might not have ensued*]

- inversion after a negative adverbial [*Not only did Brazil seek to find a diplomatic solution… but…*]

and many others you can find for yourself. Try picking out interesting sentence structures, and then changing the words and the situation to adapt them to your own use, as you read texts in English to prepare for the CACD exams.

Interesting and appropriate vocabulary

If the composition topic is linked to the theme of the translations and the text for summary [as done in 2010, for example], you should be able to find many of the keywords you need in other parts of the test. But it is also worth working hard on vocabulary as you prepare for the exam. Store the new words and phrases you learn in a table on your computer, with examples, a translation into Portuguese and a note of the topic area e.g. economics, science, philosophy, politics – elections, the United Nations, and so on. You can also record the word class [noun, verb, adjective, etc.]. Store your vocabulary in a table, so that you can rearrange it in different ways – in alphabetical order,

according to topic, by word class or any other way, depending on the complexity of your table. Review your vocabulary table[s] at frequent intervals.

Reasonable spelling and punctuation

If you use a computer to write practice compositions, use the spell checker to help you. Learn all the words you spell wrongly and try not to repeat the same mistakes. In the examination, try to visualize the words you find difficult to spell, rather than working from the sound of the word. English spelling is difficult, but there are a few rules that can help you.

<http://www.englishclub.com/writing/spelling.htm>

<http://esl.about.com/od/writingstyle/a/g_spellrules.htm>

On the whole, English punctuation is very similar to Portuguese, with the exception of some uses of capital letters. (See below **Chapter 6 Section 13 Language Notes**) and the position of punctuation marks inside or outside inverted commas – see Inverted Commas in The Economist Style Guide.

<http://www.economist.com/research/StyleGuide/>

Legible handwriting and sensible layout

You will be provided with lined paper in the exam. Don’t write in the margins. Leave an uneven margin on the right rather than separating syllables up with hyphens – the cultural custom is different in Britain and the USA and the

right-hand margin need not be straight. Make your writing as easy to read as you can.

Evidence of careful revision

Make sure you re-read your work very carefully and correct it when necessary. Obviously the appearance of your work should be clear and legible without too many crossings out and changes. But occasional corrections of your final text do not matter – they are vastly preferable to careless mistakes in English.

As you read the Model Compositions, taken from previous CACD examinations, consider which of the items on this list are their strong points.

THE *PROBLEM ANALYSIS* COMPOSITION

This is a fairly common type of composition in academic writing. It normally contains a sequence running something like this:

a) background to the problem;

b) the problem – examples and illustrations;

c) further aspects of the problem and/or possible solutions;

d) your choice of solution(s), pointers for the future, or similar conclusion

Model composition 1 – Problem analysis

At the beginning of the 21st century, migration continues to loom large as a subject of media interest, of community preoccupation and of political controversy. Nevertheless, the discourse has evolved significantly in recent years, both in terms of substance and tone, and is now conducted with noticeably less acrimony than before and with much reduced levels of distrust between developed and developing countries. For instance, at [several recent high-level international conferences] participants were, in general, disposed to agree that migration holds considerable potential for economic and social development. At the same time, however, it was apparent that there is much more to be done before agreement can be reached on appropriate management strategies to be put in place, both nationally and on the international level, for that promise to be realized. The task of formulating a workable global approach to the management of international migration remains a formidable challenge, and one that will require both time and effort over the coming years.

An extract from the Introduction to World Migration 2008: managing labour mobility in the evolving global economy. Geneva: International Organization for Migration, 2008, p. 1.

Taking into account the points made above, discuss the main issues involved in the contemporary political debate on migration.

A. Due to the persistent gap between industrialized and underdeveloped countries, migration remains a vital issue in contemporary world politics. As humanity evolves towards a near-consensus on the inevitability of this phenomenon and its potential to generate global progress, the topic gradually becomes less controversial. Notwithstanding this trend, numerous disagreements regarding migration policy still exist. The debate concerns three complex subjects above all others: the economic consequences of human mobility, the risks involved in terms of trafficking and terrorism, and the impact of migration upon national cultures and identities.

B. The economic side of migration, if examined through the lenses of sheer and cold rationality, would seen to be utterly simple: while some countries have a diminishing workforce, others can barely feed their ever-expanding population, so it would be logical to encourage human flows from the latter group of nations to the former. Unsurprisingly, the issue is not that straightforward. Not all developing states are willing to cede their best and brightest citizens, as they fear the impact of an unequal flux of skilled workers, the so-called brain drain. Conversely, some industrial countries do not feel they can accommodate every potential migrant. Hence, limits and quotas are often established.

C

. Secondly, the security threats possibly linked to the increasing migration flows are manifold. As the United States painfully learned on September 11th, 2001, not all foreigners legally settled are harmless. Beyond terrorism, other risks may be ushered by the uncontrolled movement of humans, namely drug trafficking and the clandestine trade of arms and other goods. Even diseases, such as the swine flu from Mexico, can be transmitted freely through migration.

D

. Last but not least, it is evident that the cultural features of some countries, such as their language, religion and habits, will be partially under pressure if and when large inflows of migrants arrive. This is a delicate issue in Europe, where it often leads to prejudice and even xenophobia. Two opposite sets of policies claim to offer the best solution in this sense: the British usually allow foreigners to gather and form their own separate communities, whereas the French prefer to assimilate all migrants by imposing the so-called “Republican values” upon them.

E

. Whether we study it from the economic perspective, the security angle, or the cultural point of view, migration continues to raise concerns and generate opportunities. One thing is clear, though: no country or society will be able to design and implement sound migration policies without paying

the utmost attention to the quintessential human values of tolerance, respect, and cooperation.

Thomaz Alexandre Mayer Napoleão (40,5/50)
2009 exam – Guia de Estudos 2010

Editor’s comments

Accuracy

In my view, this composition deserves a high mark for accuracy. I had to search very carefully to find any points needing correction.

#2 sheer and cold rationality: “and” might be considered superfluous. …sheer, cold rationality would be more natural.

#2 utterly simple – collocation: perfectly simple is a more common combination.

#3 may be ushered by: the particle ‘in’ is missing from the phrasal verb “to usher in” = make an activity or process begin.

#4 will be partially under pressure – collocation: will come under pressure, will come under a certain amount of pressure.

#4 the so-called “Republican values” – replacing “the’” with “their…values” might make the text more natural.

Plan and development of ideas

The introduction does two things: first, it neatly summarises the key points in the title quotation. Then, it sets a very clear road map for where the writer is going to take us in the rest of the text. He does this with the sentence:

"The debate concerns three complex subjects above all others: the economic consequences of human mobility (#2), the risks involved in terms of trafficking and terrorism (#3), and the impact of migration upon national cultures and identities. (#4)"

The body of the text takes each of these aspects in turn, with analysis and illustrations.

The conclusion neatly refers to the points raised, before returning to the title quotation, where the need for tolerance, respect and cooperation are all either directly stated or implicit.

Quality of English

The English flows naturally with a native-speaker level of appropriacy. It seems to meet all the criteria laid down for this section.

The mark awarded (40.5 out of a maximum of 50), seems a little low compared with other compositions printed in the **Guia de Estudos** for previous years.

Model Composition 2 – Problem analysis (1979)

The Energy Crisis and its Effects on Brazil

A. “From Saudi Arabia to Sumatra, from Nigeria to the North Sea, every day the oil comes up... and the petroleum thirsting world swill it back down in desperate, energizing gulps... welcome to the Oil Game.” Thus began “Time” magazine’s recent article in its l979 May issue, on the energy crisis, the consequences of which no nation on the globe can presently escape from. Oil has become of vital importance to today’s industrialized countries and it has acquired an equally prominent position among those striving for development. The shortage of petroleum and its effects on Brazil’s economy are especially noteworthy.

B. The world’s economic prosperity is so structured as to be based on the availability of oil. The latter is tightly controlled by an essentially nonprofit cartel made up by those nations belonging to OPEC. Crude oil is also essential due, above all, to the severe winters which have been afflicting the United States and Europe during the past couple of years. The former country has trouble persuading the public of the actual existence of an energy crisis. The Senate refuses to arrive at the twothirds majority required to ratify any kind of legislation concerning the rationing of gasoline. Americans are convinced that Big Oil – and notably the Seven sister companies – is out to swindle them and that the whole energy crisis is a hoax.

C. Unfortunately, petroleum today can make or break a nation. Formerly underdeveloped countries have enriched themselves almost overnight. Prosperous world powers have been hit by a severe recession the effects of which are doubly felt by developing countries, indebted to them by millions of dollars. It appears clear that the only solution lies

in finding adequate energy substitutes. The industrial future of tomorrow can no longer depend upon a product as expensive and of such dubious availability as oil.

D. In an attempt to deal with this problem, Brazil has invested significant amounts in research, exploration for new oil-sources, as well as in the import of foreign technology. Brazil has wisely decided to deal with the situation by delving into its own wealth of natural resources. Not only has it encouraged the processing of alcohol as an energy substitute for its huge automobile requirements, it has also taken advantage of its uranium sources, and is in the process of deciding to base its industrial development on nuclear power.

E. Although Brazil is also rich in hydro-electric energy, it has decided that the latter may quickly exhaust itself (1). Therefore, planning ahead, it is settling upon a side-by-side development of nuclear power plants based on its uranium deposits. Nuclear power seems to be a reasonable option, as it has proved to be efficient and reasonably safe (if one disregards the recent meltdown threat of Three-Mile-Island). The Federal Republic of Germany has been chosen to lend its know-how, engineers and technical experience to national projects such as Angra II and Angra III. Nuclear power is desirable because it means an eventual cheaper energy option and the ending of expensive fuel imports.

F. Brazil’s economy, as well as that of other developing countries, has suffered a severe blow due to the present world-wide energy crisis. It lacks adequate petroleum sources, as its rock formation is very old and largely

cristaline (2). It has even been obliged to bend to a certain extent to the demands of the Arab nations (one has only to witness the PLO's recent victory).

G. Brazilian potential is apparently unlimited, however, and it appears as though the "sleeping giant" of yesterday is fast awakening to the reality of its growing strength. It is facing its economic problems- including the energy crisis – and taking them in its stride in a mature manner. Brazil seems to be an example for other, apparently more developed nations, and justly seeking a place among them (3).

(**Guia de Estudo 1980** Candidate's name not given)

Examiners' notes (1980)

(1) hydro-electricity is not generally considered likely to exhaust itself; the point needs some clarification.

(2) Crystalline.

(3) the concluding sentence would benefit from another verb ("and is justly seeking a place among them.").

This was felt to be an excellent composition. It shows clarity of thought, elegance of expression and a formidable range of English vocabulary and sentence structure.

Editor's comments

At some 650 words, this is noticeably longer than the prescribed length. This is dangerous. Whether or not

excessive length is penalised, writing more than necessary is pointless and may incur further deductions for language errors.

The candidate was fortunate to be able to recall a longish quotation from “Time”– it makes a dramatic opening.

Structure

Background to the problem:

Introduction A: the energy crisis (as it appeared in 1979).

The problem

Paragraph B: the oil-based economy, particularly in relation to the USA.

Paragraph C: the power of oil and the need for substitutes.

Brazil’s reactions to the problem.

Paragraph D: Research into natural resources – alcohol and uranium.

Paragraph E: the nuclear program.

Round up and conclusion

Paragraph F: Effects of the energy crisis on Brazil – the country’s lack of oil*.[1]

Paragraph G: Brazil’s potential for development.

THE *FOR AND AGAINST* COMPOSITION

This type of composition looks at the arguments for and against the question in the title. This can either be done in alternate paragraphs, or in two sections of the composition, one containing all the points ‘for’, the other the points ‘against’. The conclusion can contain the writer’s own view, based clearly on the points that have been made. This is the classic French model of thesis, antithesis, synthesis. If well produced, it can be extremely effective.

Model Composition 3 – For and Against

Read the following excerpt adapted from Ana Viseu’s “An assessment of McLuhan’s prediction that electronic technologies would lead us back to an oral culture” and, in the light of it and the text by Aidan Mathews in Section 1, comment critically on the role of language and visual imagery in modern electronic culture.

“It is a fact that electronic digital technologies lack a sense of linearity. In fact, they are based on a non-linearity that tends to facilitate a more associative way of organizing information, e.g., hypertext. It is also true that new technologies tend to be global and not focused that is, they influence more than one sense. A good example of this is the acoustic virtual environments which are much stronger than a visual experience. A visual experience tacitly distances you, places you in a transcendent, removed

position, rather than embodying you at the center of a new context. This implies not only that digital technologies offer the possibility of creating new global spaces by using sound, but also that the perspective from the user's point of view changes. She/he is no longer a mere observer in a detached position, but rather she/he actively constructs this space. Marshall McLuhan was right in predicting that the change from mechanic technologies to electronic, digital technologies would create a new culture that more resembles ancient oral cultures than the recent visual, print culture."

A. The word in print has been with us but a few centuries, and already many claim it is doomed. Digital technologies, with their dazzling imagery and time-saving promises, are likely to produce a revolution in the concept and role of language and communication, affecting different levels of everyday life. For those who regard this transition with concern there is, however, the comfort of witnessing the renewal of interest in books and other forms of written language. We may simply be on the verge of a breakthrough that will combine traditional and modern technologies into new forms of social practices.

B. Modern technologies have brought not the end of history, but the end of geography. Personal stories can be told, filmed, transmitted and finally woven into history as popular discourse and as a unifying experience. The teenager in India has more in common with his counterpart in Britain or in Brazil than with the inhabitants of his own village. Nowadays, not only do we see world crises in real

time, but also it is possible to mobilize activists all over the planet in the subsequent moments.

C. Doomsayers regard all this with disgust. They criticize the progressive crumbling of the traditional pillars of clear thinking – logic, imagination and memory. These abilities, they state, have supported Western achievements in science, literature and the arts. In a few years, they affirm, even the educated man will have lost his powers of expression: the imagination will have been crushed by an astounding amount of unprocessed information and images received on a daily basis; language will be reduced to fragments, probably of psychobabble or of clichés. Does this negative forecast withstand the examination of everyday facts?

D. Printed materials are not another endangered species, and those who believed computer technology would nearly eliminate the need for printing have been proved wrong. Naturally, the quality of what is being printed may be questioned, but not the demand for it. Statistics reveal there are more books being published today than ever before, and bookstores are proliferating everywhere. Indeed, they may be an update version of the old, dusty and musty bookshop, but, cappuccinos not withstanding, the aisles are always crowded. The new stores offer traditional and new technologies and have wide consumer appeal.

E. If Proust was right and, in order to find new landscapes we must find new eyes, the controversy surrounding language and modern technologies can help us appreciate the complexity of the present moment and help us seek

alternative paths in education, quality of life and in dealing with the emergence of oral cultures that encompass not a village, but large parts of the globe.

Lílian Cristina Burlamaqui Duarte
2002 Examination – Guia de Estudos 2003

Editor's comments

Although the 2003 Study Guide doesn't mention how many marks this composition scored, it is clearly an excellent answer.

The writer's general approach is to discuss whether standard printing/ reading techniques will disappear. After posing the question and looking at some effects of new technologies ["the end of geography" in Paragraph B], she uses Paragraph C to examine traditional arguments against the new digital technology. Paragraph D takes the other view, claiming the old technology of printed books and bookshops are not endangered but are surviving and adapting. The elegant conclusion suggests new technologies offer an opportunity, not a threat, and argues for alternative paths to education and better quality of life.

Quality of English

The English used is both free from errors and highly sophisticated. I would award full marks for accuracy and a very high mark for quality of English.

Model Composition 4 – For and Against

Write a composition on the following quotation from Albert Einstein:

"The unleashed power of the atom has changed everything save our modes of thinking and we thus drift toward unparalleled catastrophe." (Length: 350-450 words)

A. When Marx stated that revolutions were the locomotives of history, he probably envisaged the technical and scientific revolutions that would alter the course of human actions and thought. What he could not foresee, however, was the boundless destructive capacity of the atom bomb. While developments in nuclear technology have permitted many countries to expand an otherwise deficient energy base, the world continues to fear the prospect of a nuclear war. The end of the Cold War may have somewhat dissipated that fear, but the bellicose tendencies of political leaders are a constant source of preoccupation.

B. Many argue today that scientific experiments with nuclear fission have produced more good than evil. Principal in what pertains to the former is the enlarged capacity which some countries now have to produce energy. With nuclear power, it is possible to provide electricity to more people at a lower cost, especially given the rising prices of fossil fuels used in thermal plants. The environmental effects, though ultimately ambiguous, are visually pleasing: less smoke and a reduction of coal mining in what have once again become pleasant rural landscapes.

C. Some of these arguments, however, are difficult to sustain. On the one hand, while the European countryside

seems to be regaining its idyllic wilderness, much of the nuclear waste produced is being exported to poorer countries, which have found a new, though immensely risky, source of income. On the other hand, it has not been clearly shown by world leaders that the benefits of nuclear energy outweigh the dangers of stockpiling and testing nuclear warheads. One is led to question whether nuclear experiments should be banned altogether.

D. The problem lies in the repeated demonstrations of irresponsible behavior by Western and non-Western leaders alike. Some countries, such as North Korea and Iran, have been deemed “rogue states” for their disregard of international norms regulating nuclear experiments. Western leaders, however, also defy societal beliefs and needs, as they undermine world peace by maintaining arsenals and, at least until the 1990s, conducting explosions. This attitude seems to reflect an unchanging militaristic mindset within most governments and, possibly, a significant portion of voters.

E. Pacifist leaders and intellectuals are, indeed, either lacking or not given enough voice. Albert Einstein himself was a vocal critic of the military uses of nuclear technology. Post-war norms which began to govern the use of this technology were imbued with a spirit of peace and development. It is this spirit which should today prevail.

Felipe Krause Dornelles (45/45)
2007 Examination – Guia de Estudos 2008

Editor’s comments

Given the time constraints of the examination, it must be something of a relief when the examiners present a simple quotation as the composition title, not a longer text or series of quotations.

Here, after mentioning the scientific revolution which led to the destructive power of the atom bomb, the writer discusses the benefits for nuclear energy for the generation of electricity in paragraph B. He then counterbalances this argument by referring to the dangers of nuclear waste disposal and of nuclear weapons in Paragraph C, before raising the question of a total ban on nuclear experiments. Paragraph D develops the harmful aspects of nuclear weapons by looking at the “irresponsible behaviour” of political leaders both in rogues states and in the Western nuclear states, who build or maintain nuclear weapons. He concludes by mentioning Einstein’s criticism of nuclear weapons and argues in favour of a return to “a spirit of peace and development”.

In essence, the writer dispatches the arguments for nuclear energy raised in Paragraph B by, with a series of arguments against it in C and D, and a pacifist conclusion.

Quality of English

Again, the English used is both accurate and elegant.

VARIATION: *FOR OR AGAINST*

Good newspaper articles and essays often argue coherently, and sometimes passionately, for or against an idea, without necessarily considering both sides of the question. Rather than slavishly accepting the title quotation as true, it may make interesting reading to argue against it. If you decide on this approach, make sure you have a well-grounded position and plenty of evidence to support your ideas.

Model Composition 5 – Arguments Against

Awareness that change is a constant feature of human life is as old as civilisation. However, more recently, technological development has greatly enhanced both the prospects for rapid change and the range of its social, political, and cultural impact.

Bearing this in mind, **comment on Berman's contention** (in Muqtedar Khan's text "Radical Islam, Liberal Islam" (in section 2 above) **that "those motivated by aversion for liberalism will continue to seek the downfall of the West as long as its culture continues to influence the world, the Muslim World in particular"**.

(Set length 350-450 words)

A. Berman's statement that Muslim radicals will not curb their destructive efforts as long as the West continues to influence the world seems inescapable, at first glance. One could almost be led to believe in a "duel to the death" between two cultures: liberalism, with its core belief in

tolerance of individual choices, and Islam, with its own values.

B. Reality, however, is never as clear-cut as the statement above would imply. Neither the liberal West nor the Muslim World are the absolute, monolithic entities they are often depicted as being.

C. Islam is less like a centuries-old, undisturbed lake of values and beliefs than it is like a raging river, winding its way though the hills and valleys of history and spawning countless tributaries, each with its own personality and identity. Around the world, from the bazaars of Morocco to the streets of New York, Islam has demonstrated that many of its forms are wholly compatible with tolerance and individual liberties.

D. Liberalism has revealed itself to be an entity just as complex as Islam. In spite of its guise of Enlightenment rationality, it has in many cases demonstrated that its secularity and “cultural neutrality” are only skin deep, and that the values and precepts of Christianity still lurk below the surface. The tolerance of liberalism can also be called into question, as evidenced by the deep-seated prejudices in many supposedly liberal polities.

E. These two cultures cannot, therefore, be considered in any way homogenous. Indeed, the disputes within each regarding the ideal way to organize social life make this blindingly obvious: the “European model” and the “American model” which vie for prominence in the liberal world are as dissimilar as the Jordanian and Indonesian experiences in the Muslim one.

F. It is at the very least misleading, therefore, to speak of a “clash of civilizations”. It is much more accurate to refer to two large, heterogeneous cultures, with no clear leader on either side. These cultures have murky, undefined borders, which frequently overlap, leading to both clashes and creation.

G. This is not to say, of course, that those who speak of a clash of civilizations do so out of ignorance our naïveté. Leading the charge against the (supposed) enemy is an effective way to gain ascendancy within one’s own group. This tendency has been aggravated by the acceleration of technology. Revolutions in science not only brought us closer together, but allowed the purveyors of fear to convince us that the enemy is forever close by. We have developed tools that can be of great value in reconciling estranged cultures – we have just not learned how to use them properly yet.

João Augusto Costa Vargas (43/45)
2006 exam – Guia de Estudos 2007

Editor’s comments

The introduction neatly paraphrases the statement of the topic and sets up a position that the writer can refute. Paragraph B gives the thesis statement or roadmap for the composition. To my mind, all this could have been included in a single paragraph. But the development of the rest of the composition is impeccable.

In 2 elegantly-expressed paragraphs, the writer refutes the idea that Islam [Paragraph C] or Western liberalism

[Paragraph D] can be considered homogenous or monolithic. Paragraph E develops the same idea with useful examples to support it, and paragraph F refutes the idea of a “clash of civilisations”. The conclusion cleverly binds in the idea of the effects of technology as a tool which might one day harmonise divergent trends.

Quality of English

The writer reveals a literary gift in his use of metaphor in Paragraph C, and excellent use of English throughout. The text is also extremely accurate. Altogether, this composition thoroughly deserves the high mark it scored.

THE *DEFINE AND ILLUSTRATE* COMPOSITION

Some composition topics set in the CACD examinations lend themselves well to a fairly simple approach, on the lines of:

a) Define and interpret the topic involved in the quotation or title;

b) Produce examples to illustrate your interpretation;

c) Agree (or disagree) with the quotation.

In essence, this kind of composition just gives the arguments for a topic, without working on arguments against it.

Model Composition 6 – Define and illustrate

“Nationalism – Internationalism. These abstract words, so often abused, so often misunderstood, cover high ideals and strong emotions, reflect modes of thought and action that shape our world. We often see the word ‘nationalism’ used in a derogatory sense. The same is true of the word ‘internationalism’. When nationalism connotes, for example, a ‘go-italone’ isolationism, and internationalism an outlook that belittles the significance of national life and of nations as centres of political action and spiritual tradition, the words become contradictory and the attitudes they describe irreconcilable. From such interpretations of the words comes the tendency to think of nationalism as in fundamental conflict with an internationalist attitude.”

Discuss the above statement, adapted from an address by then United Nations Secretary-General Dag Hammarskjöld at Stanford University in 1955, in the light of current international political events. (Length:350-450 words)

A. Nationalism and internationalism may seem a contradiction in terms. As former Secretary-General Dag Hammarsjköld highlighted, nationalism appears to be the tendency to act single-handedly, without taking into account other countries’ opinions or thoughts. As for internationalism, most people think of it as downplaying the importance of states in the international community. Reality, however, is less clear-cut, as one can believe in the weight of nations and still have a tendency towards international cooperation.

B. Take the case of environmental degradation. Some of the problems nations have to address can be dealt with locally, for example, deforestation and non-productivity of soil caused by unsustainable agriculture. Other major issues, such as global warming and the hole in the ozone-layer, must be discussed globally, for unilateral measures would be of no use. Therefore, without underestimating the significance of nations as centers of political action, international cooperation is, at times, of absolute importance.

C. When it comes to security issues, the usual distinction between nationalism and internationalism seems even more exaggerated. Many argue that sovereignty and international military operations do not match. It is interesting to note that Dag Hammarsjköld made his speech at Stanford University in 1955, exactly one year before the first official peacekeeping operation under the UN flag. Since that first mission, there has been a profusion of other mandates in almost every continent of the world. These operations illustrate how multilateral actions can be fully compatible with national sovereignty. In fact, the former president of Egypt, Nasser, was known for his nationalist tendencies, yet he agreed to have blue helmet troops in his territory. He was aware that international peace was also in his best interest. When he decided to withdraw the UN troops, it resulted in a large loss of territory in favor of Israel.

D. International politics is, by definition, a two-level game. Even when considering only its own national interest, one cannot discard international cooperation. Sometimes domestic and global interests meet. However, even when

this is not the case, in an interdependent world there can be no such thing as absolute isolationism. The same can be said about internationalists who believe that states have lost their primacy. The international community still is – and will probably always be – dominated by power-maximizing states.

Sophia Magalhães de Sousa Kadri (47/50)

2008 exam – Guia de Estudos 2009

Editor's comments

The writer gives an interpretation of nationalism and internationalism in the introduction, pointing out that they are not necessarily clear-cut. She goes on to show the need for international cooperation, first in the case of environmental issues, then in questions of security and peace-keeping. Finally, she returns to the idea that nationalism and internationalism are hard to separate, concluding that "The international community still is – and will probably always be – dominated by power-maximizing states."

This text is free from errors, succinct [375 words], and very well illustrated.

Model Composition 7 – Define and Illustrate

(1995) Comment on the following quotation:

"When I am abroad, I always make it a rule never to criticise or attack the government of my own country. I

make up for lost time when I come back.” (Sir Winston Churchill)

A. At a first glance at Winston Churchill’s statement, quoted above, one may be led to believe that the former British Prime Minister was simply rephrasing the saying “Dirty laundry (1) is to be washed at home, never in public”, yet there are more implications to his remark than merely jest. He here expresses his understanding of three major concepts of political life: the role of the diplomat, external affairs versus internal affairs, and the Sovereignty of the State.

B. At the external level of affairs in political life, these three concepts are often intertwined. It is the diplomat’s role to be aware of what may be said, when abroad, and what must be omitted with regard to his or her country. Not rarely does a country’s foreign policy reflect (2) an internal problem it may be undergoing, but the diplomat must convey the impression that these problems are no hindrance to the furthering of the negotiations with another country. He may often feel he walks on a razor’s edge while attempting to push forward his country’s interests and that, if he slips, he will be responsible for its loss of face. Churchill sees the diplomat as the politician who must know the right time and place to say things.

C. External and internal affairs are to be understood as two different government spheres of action. When abroad it is at the level of external governmental policies that negotiations are to be undertaken, regardless of whether or not internal conflicts or problems exist. In foreign affairs, it

is the State as a whole that is being represented, and not various interests of divergent segments of its society. Churchill notes that, even if there are reasons to criticise his government, it is only appropriate to do so at the level of internal affairs.

D. It is also an issue of State Sovereignty not to bring up a nation's internal problems to the level of foreign affairs. A country's government alone is responsible for its political decisions, and can be judged solely by its people. By bringing these problems to another country, it is allowing an alien (3)
to the process to interfere in the natural course of events. There can be no hierarchy between nations. Each must be responsible for its own business.

E. Mr Churchill (4) was thus not simply suggesting that he was behaving as a polite guest to a foreign host, when choosing not to criticise his own government abroad. On the contrary, he was defending the principles of valuable political concepts.

Maria Clara de Abreu Rada

1995 exam – Guia de Estudos 1996

Editor's Comments

(1) normally "dirty linen" in the English proverb.

(2) Perhaps in an attempt to show off her knowledge of a complex grammatical construction, the candidate has produced a very unnatural sentence, which appears to echo the Portuguese 'Não raramente...' It would be more natural

to write ‘A country’s foreign policy sometimes reflects...’ or ‘It is not unusual for a country’s foreign policy to reflect...’

(3) ’an alien’ is perhaps too specific a term - ‘someone alien’ would sound better

Not ‘Mr Churchill’, because he is identified as “Sir Winston Churchill” in the composition title. Correct forms are therefore: Sir Winston Churchill (in full); Sir Winston (Sir + first name) or Churchill (surname only).

Editor’s Comments

The quotation is a challenge, in that it does not obviously offer a clear field for discussion.

The candidate deserves high praise for a lucid and entirely relevant answer to the question set. This composition shows a simple structure which is easy to follow – interpretation of the quotation and definition of three areas, each of which is then analysed.

Model Composition 8 – Define and llustrate

Discuss the following statement in relation to the issue of state secrets and the role of the press. **“The greatest triumphs of propaganda have been accomplished, not by doing something, but by refraining from doing. Great is the truth, but still greater, from a practical point of view, is silence about the truth.”** (Aldous Huxley)

A. “Propaganda” is originally a Latin word meaning “(things) to propagate, to divulge”. It implies, thereby, action, doing something. How are we, then, to understand Aldous Huxley’s statement that “the greatest triumphs of propaganda have been accomplished, not by doing something, but by refraining from doing”? As a starting point, let us suppose Huxley meant that, in certain contexts, governments should refrain from doing things the way they have announced they would.

B. Consider Operation Bodyguard, perhaps the greatest propaganda triumph of the 20th century. The British managed to persuade the Germans that the allied invasion of France would take place in Calais not in Normandy. To this end, inflatable tanks, cardboard aircraft and a sizeable number of troops led by none less than General Patton were concentrated in Southeastern England, facing Calais. Also, radio transmissions, intended to be overheard by the enemy, mentioned that city. And even British spys (1) were told that the actual invasion would take place there, in order to confess accordingly if captured.

C. The operation borrowed its name from Churchill’s famous statement: “In times of war, truth is so precious that it should be surrounded by a bodyguard of lies.” Now, this seems to complement – and, to some extent, clarify, the second part of Huxley’s statement: “Great is the truth, but still greater, from a practical point of view, is silence about the truth.” No word about Normandy ever leaked to the enemy. As for the press, it was kept under strict military censorship anyway.

D. Wartime is one of those very few “certain contexts” where this might be justifiable. Regrettably, the control of the press, for the same reason of “silence about the truth” has been a distinctive mark of authoritarian regimes everywhere. Everything falls into the “state secret” category, truth is deemed dangerous, and a bowdlerized version of reality is substituted for it. A strong case in point is Albania, where television was banned during Enver Hoxha’s dictatorship. After its introduction, in the mid 1980’s, access to foreign programs helped create a critical state of mind, thus accelerating the fall of communism.

E. True, state secrets do exist, and every democratic country has norms to protect them. To muzzle the press under the excuse of protecting state secrets is something no country – indeed no government can afford (2). After a decade or so of an arguably competent administration, Mussolini began himself to believe that “Mussolini is always right”, as the slogan had it. He soon got his country involved in a succession of disastrous wars, with direful (3) consequences.

F. Yes, Lord Acton is right, “...that power tends to corrupt, and absolute power corrupts absolutely”. The only antidote to absolute power is an educated population, with full access to reliable information, something only a free press can provide. Over time, this is best for the country and also for its government. Maybe this is the hidden, truer meaning of the first part of Huxley’s statement.

Daniel Roberto Pinto (53,50/60)

1999 Exam – Guia de Estudos 2000

Editor’s Language Notes

(1) spelling: spies.

(2) punctuation: – indeed no government – (second dash required at end of bracket).

(3) Word form: **dire** (without – ful).

Editor’s Comments

This composition has a number of excellent features:

- audience awareness: the writer assumes his reader will know something about the Second World War, but not the details of Operation Bodyguard. He therefore narrates the episode, providing an interesting and relevant illustration;

- level of information: the facts chosen to illustrate the arguments show a good knowledge of history; use of quotation: the candidate uses two relevant quotations, and reveals an impressive cultural level;

- an excellent level of accuracy and some fine use of vocabulary.

THE HISTORICAL APPROACH COMPOSITION

If you are sufficiently well informed you can take your examples to illustrate the opening title or quotation from different periods in history. This is done with admirable assurance in Model Composition 8.

Model Composition 9 – The Historical Approach

In the light of the following quotations, comment on the relations between economics, warfare, and the forging of the modern state.

What a country calls its vital economic interests are not the things which enable its citizens to live, but the things which enable it to make war.

Simone Weil, in W.H. Auden, **A Certain World**, 1971.

Think of political economy as an historical process rather than some kind of established model. It begins – and this is often forgotten – with war, the father of all things. It was war, time and again pushing up the expenses of governments, that fostered the development of modern systems of taxation. For most of history, men lived in warfare states, not welfare states.

Those who prefer their political history to be finance-free need to remember that it was in large measure the quest for taxation that led to the spread of representative government. 'No taxation without representation' was not just a slogan of the American Revolution; it accurately describes a historical process stretching back to medieval England, and indeed to ancient Athens. And as many states have sought to increase the taxation they exact, so they

have found it hard to refuse a concomitant widening of political representation. A case in point was the great democratisation that occurred after the First World War, which can be understood as the political price for high wartime sacrifices. Money does not make the world go round, but it establishes the framework – the cage, if you like – within which we live our lives. To understand this is not to be let out the cage. It does not even tell us who has the key. But at least it shows us where the bars are.

Niall Ferguson, **The Cash Nexus**, Harmondsworth: Penguin, 2001.

A. As the American economy grinds to a halt and as its bourses hit record lows, the newly-elected American President makes the bombing of Iraq his first foreign policy statement. There are well-established links between economics and warfare. In fact, the making of the modern state can be explained by the relations between warfare and economics.

B. Clausewitz described warfare as the continuation of politics by other means. Although the twentieth century man has come to abhor warfare, it is, historically speaking, a natural state of events. It was through warfare that modern states came about. In medieval Europe, the need to raise large armies and to wage costly wars led to the centralizing of political power and to the development of modern systems of taxation in order to finance the wars. The power of the nobles decreased with the alliance between the king, who began to monopolize political power,

and the bourgeoisie, who wielded economic power and financed the kings wars.

C. A few centuries later, the alliance between the bourgeoisie and the monarch began to break down as the bourgeoisie sought political recognition to match its growing economic power. Thus were created constitutional monarchies and republics during the eighteenth and nineteenth centuries. Both systems increased political representation and created parliaments. Economics is crucial to financing warfare. The opposite is also true. Warfare is often the basis of economic prosperity. Peace and prosperity do not always go hand in hand. The United States is a perfect example of this. Although the U.S. suffered great human losses, the United States ‘ northern industrialized states greatly benefited from the American Civil War. During the First and Second World Wars, the United States’ territory remained unscathed by the conflicts, but its economy grew rapidly in order to supply food, clothes, weapons and ammunition to the warring nations in Europe.

D. What a country considers to be its vital economic interests, according to Simone Weil, are not the things the country needs to live, but the things it needs in order to wage wars. Alsace and Lorraine were small pieces of territory disputed by France and Germany because they were rich in coal an iron ore, two key ingredients in building weapons and in fighting wars. It was no coincidence that the European Union, initially aimed at avoiding another major conflict on the continent, began with the joint administration of its members’ iron ore and coal production.

E. Economics is crucial to financing warfare and warfare is often the key to economic prosperity. A new Gulf war may be the means of pulling the world’s largest economy out of recession. After the previous Gulf war, the United States enjoyed ten full years of economic growth. Military spending may be the way out of recession

Felipe Augusto Ramos de Alencar Costa

2001 Exam – Guia de Estudos 2002

Editor’s Comments

- The writer interprets the title texts with “In fact, the making of the modern state can be explained by the relations between warfare and economics.”
- He illustrates this thesis with a series of well-chosen historical examples.
- Altogether an impressive achievement, in excellent English.

THE *NARRATIVE/DESCRIPTIVE* COMPOSITION

Model Composition 10 – Narrative / Descriptive (a fable)

Man and the Balance of Nature

A. The small and useless weathervane pointed out (1) to a powerful aircraft which has (2) landed just a while ago, though the Dotard could see a tiny patch of grass right in the middle of the tracks there were no other green places all over the airport (3). Tarmac and cement grew unhesitatingly everywhere and his efforts to establish some more green areas were useless. Right after the arrival of the chromed bird two bowers have come (4) to refuel it. A gale force wind and the hot sun mingled with the wry smell of gas and oil which caused the birds to keep far away from that region. Nevertheless he was used to spotting dizzy gulls flying around the track and being caught and utterly destroyed by the huge jet engines. He remembered – when he remembered the old hags stopped their tattling, obstreperous children did not cry, young executives clad in gaudy suits and neckties halted suddenly – the old times when you could go anywhere and see the green, bring pure air into your lungs, watch hundreds of colourful birds (even the spoonbills and albatrosses) in a day. People who stopped to listen to the Dotard reacted saying that he was a lunatic maundering around and fled. They fled because they were conscious of the fall of nature in human hands. They were afraid of opening their wrinkled eyes and of getting a purchase on the facts so as to jump into Truth. Everybody knew about it and when children asked about blue lagoons, crystal-clear fountains and wonderful butterflies soaring high above green wells which they had seen in old books and heard about in fairy tales they were told that it had been a dream, an old dream of Grandpa and Grandma generations. The old man in the airport was aware of that so he tried to dredge fresh memories out of his brains, bringing out new solutions to help men to rebalance Nature. His

suggestions were never accepted though almost all the wildlife preservations societies' members liked his style of writing. According to these technicians his reports had the sweet taste of the old days that is why the world would never publish his words which stood against the new techniques of creating artificial bisons and plastic birds. These world-wide known (5) societies even thought of building up radio controlled elephants and duck-billed platypuses.

B. The more the Dotard reflected about this the angrier (6) he looked towards the milling crowd being brushed aside by busy porters driving their carts on their way to and from the gates. All that muddle reminded him of the great cities which were spreading to the countryside, polluting the already foamy rivers and barren prairies. Then he tried to keep his eyes averted from those gloomy aspects of civilisation, searching (7) something good with his mind. Eventually he found the small patch of grass between the tracks and knew it represented hope in the future. The old man does not know it but I am sure that it is polyurethane grass.

Henrique Luiz Jenné

1978 exam – Guia de Estudos 1979

Examiners' Language Notes

(Guia de Estudo 1979 + 2010 notes)

(1) 'pointed out' seems odd here: 'pointed' alone was considered preferable – or pointed out towards.

(2) & (4) serious error in tense usage: the Past simple, not the Present Perfect, must be used in both cases, since past time is clearly indicated.

(3) ‘all over the airport’ should read ‘anywhere in the airport’.

(5) world-wide known sounds clumsy and is not normal usage.

(6) ‘angrier’ should be ‘more angrily’ (adverb, not adjective).

(7) ‘for’ is normally used after ‘searching’ – seeking is a viable alternative.

I am grateful to the writer for clarification of his meaning and a few corrections in recent correspondence (June 2010).

Editor’s comments

- Here, the writer uses the form of a fable to give his perception of the title and the problems it involves.

- This text is a startlingly original response to the title, with some brilliant use of vocabulary.

- It could be criticised for its sparing use of commas and for a rather unwieldy second paragraph (a break before “People who stopped to listen…” might have made the text easier for the reader to digest). However, the examiners were willing to

overlook minor weaknesses of this kind in view of the refreshing approach and the quality of the language used.

- More than thirty years on, this is still the most original answer I have seen in an English examination.

THE *SUSTAINED ANALOGY* COMPOSITION

Postscript: Using Analogy

Model composition 11 – Sustained Analogy

The composition below shows a high degree of coherence in its sustained use of analogy.

The topic below was set in connection with this quotation:

“For spills are hardly the most baleful consequence of America’s oil addiction: global warming and the funding of foreign despots surely come higher up the list. Perversely, this spill is likely to set back efforts to get a bill on climate change through Congress, and to increase the flow of dollars to despots.” [From an article on the Mexican Gulf oil spill in The Economist, May 6th 2010]

Brazil needs to be aware that pollution is not the only noxious side effect of oil.

A. Having oil is good; becoming addicted on it is the problem. Recently, a huge oil reservoir was discovered on Brazil's coast. Like an injection of drugs, the news spread rapidly, caused a state of euphoria and, eventually, resulted in disharmony at home. So, the metaphor is not senseless. Keeping the parallel, it is possible to point out pernicious consequences of the use of oil, besides pollution. Oil can cause physical and psychological dependence, as well as alienation.

B. Production and consumption structures based exclusively on oil may be a type of physical dependence. Here, Brazil has a medical history. In the 1950's, the automotive industry became the
nervous centre of Brazil's development. Since then, the flow of vehicles throughout the country has given oxygen to the economy, along with jobs and a great consumer market. The economy has become oil addicted. The supply shock of the 1970's, followed by a reduction in investment flows in the 1980's, led to a serious crisis in Brazil.

C. The nationalist propaganda on oil and excessive expectations in the last century could epitomise Brazil's psychological dependence. But, undergoing such severe economic crisis has made Brazilians more conscious of the perils of an economy centred in a single energy source. The change of attitude was of paramount importance for developing new strategies to cope with energy problems. Today, with discoveries of oil and Petrobras' success, a new rush of great expectations is fulfilling Brazilians' thoughts again.

D. Following that feeling, Brazil's may face another symptom: alienation. In this case, demagogy should reign over pragmatism, while glib patriotism should colour politicians' rhetoric. What is more convenient than transferring the responsibility of a country's development to nature? Take the many cases of nations in Africa and the Middle East in which the people concentrate all their hopes in some commodity such as oil. Those controlling the oil industry head the country and any crisis in the sector is a disaster.

E. A metaphor is just a metaphor. In fact, oil can be good, if it generates development to the country as a whole. The comparison is certainly not to deny its benefits, but rather to highlight the importance of being careful and to remember that a nation whose future depends on a single possibility is hopeless. Brazil is in its best shape ever, but basing the national development on oil may cause it to collapse. As Brazilians say, optimism and chicken soap can do no harm.

Rodrigo Domingues Matos

Notes

#A line 1 addicted **to** it

line 2 **huge oil reserves** were discovered might be more normal usage

line 3 **off** Brazil's coast [on the coast = on land / off the coast = in the sea].

#B line 5 the **nerve** centre.

#C line 4 **crises** [the singular would require ‘such **a** crisis’ – but this is not a single crisis, but series of them].

line 5 centred **on** / centred **around**.

line 10 **filling**.

#D lines 3-4 **could** or **might** seem more appropriate verb forms than should = ought to

line 8 concentrate all their hopes **on**.

#E line 10 chicken **soup**.

Editor’s comments

This composition is the only example of the work of a student preparing for CACD, rather a text by a successful candidate. The sustained analogy is apposite, and the points are elegantly made and well illustrated. I would give this text a high mark for **Plan and Development.**

The writer gives a clear road map in his introduction with his use of “addicted” and “it is possible to point out pernicious consequences of the use of oil, besides pollution. Oil can cause physical and psychological dependence, as well as alienation.” He then sustains the metaphor in # B with an analysis of Brazil’s physical dependence on oil and its background. In #C, he looks at twentieth-century propaganda as psychological dependence and in #D at alienation, when the responsibility for development is left to

nature - in this case oil. The conclusion is an elegant rationalisation of the use of analogy and, appropriately, introduces a note of optimism about the future after a composition devoted to warning us of dangers.

SUMMARY OF COMPOSITION TYPES

This list is not exhaustive, but it is designed to give you a set of templates or quick planning, both to save time and to make sure ideas are carefully organised.

Type 1– Problem analysis

- Introduction: The background and the problem.
- Paragraphs 2-4: Analysis of possible solutions.
- Conclusion: Choice of solution (or other appropriate conclusion).

Type 2 – For and against

- Introduction: Analyse the composition topic/ meaning & implications.
- Paragraph 2 : Give arguments in favour.
- Paragraph 3: Give arguments against.
- Conclusion: Give your reasoned opinion.

Type 3 – Arguments against

- Introduction: Analyse the composition topic/ meaning & implications.
- Paragraphs 2-4: Provide arguments against the statement.
- Conclusion: Give your reasoned opinion.

Type 4 – Define and illustrate

- Introduction: Explain what you think the title means.
- Paragraphs 2-4: Provide illustrations to back up your interpretation.
- Conclusion: Draw an appropriate conclusion and agree with the title.

Type 5 – Historical Approach

- Define and illustrate with examples from different periods of history.

Type 6 – Narrative- Descriptive

- Devise a fable or story to illustrate the topic.

Type 7 – Sustained analogy

- Introduction: Find an appropriate metaphor.

- Paragraphs 2-4: Find different examples to illustrate aspects or your metaphor.
- Conclusion: Evaluate the metaphor or other appropriate ending.

PLANNING EXERCISES

Exercise 1

Which type of plan would you choose for each of the following?

1. The gap between rich and poor in Brazil is vast, but with the World Cup and Olympics both being hosted here in a matter of years, development is giving many a chance to prosper.
2. What divides the rich from the poor and rich nations from poor nations today is not so much wealth as the digital divide.
3. Since 9/11, a new problem has appeared in Western democracies: the need to reconcile measures to prevent terrorism with continued respect for fundamental human rights.

4

. *"Every day we are reminded of the need for a strengthened United Nations, as we face a growing array of new challenges, including humanitarian crises, human rights violations, armed conflicts and important health and environmental concerns. Seldom has the United Nations been called upon to do so much for so many. I am determined to breathe new life and inject renewed confidence into a strengthened United Nations firmly anchored in the twenty-first century, and which is effective, efficient, coherent and accountable." Secretary-General Ban Ki-moon.* Discuss.

5

. At the G20 summit of leading economies in Washington on November 15, 2008, there was widespread agreement that emerging nations should have a greater say in international financial institutions such as the World Bank and International Monetary Fund (IMF). President Lula said that *'the existing multilateral organizations and the international rules in place have been rejected by history. Both the IMF and the World Bank should open themselves to greater participation by developing economies*'. Discuss President Lula's comment.

6

. The idea that Brazil's Amazon rainforest, the largest in the world, is coveted by the international community because its drinking water and forest resources are seen as collective public goods, is a recurring fear in Brazil. In their desire to help protect the world's largest

rainforest, environmental groups have raised the fear of foreign interference. Some people worry that the international community believes it can do a better job of managing Brazil's natural resources than the governments of Brazil.

7. "Owners of capital will stimulate working class to buy more and more of expensive goods, houses and technology, pushing them to take more and more expensive credits, until their debt becomes unbearable. The unpaid debt will lead to bankruptcy of banks which will have to be nationalized and State will have to take the road which will eventually lead to communism." Karl Marx, 1867. Discuss.

8. Good fences make good neighbours.

Exercise 2

Go back over each of the model compositions to analyse its introduction and conclusion.

- Which show particularly good coherence between the beginning and the end of the text?
- Which do you find the most interesting? Why?

Exercise 3

Go back over each of the model compositions to analyse its quality of English.

- Underline words and phrases that might score marks for quality.
- Underline the cohesive links used in the text.

Exercise 4

For each of the introductions below,

- Devise a title for the composition or article.
- Consider the approach / type of composition each one seems to suggest.

A. Imagine, if you can, a world in which energy could not be produced, stored, distributed or used as it is today. Think of the silent roads, buildings halfcomplete, factories halted. Imagine no cement, no steel, no glass. Think of homes unheated and food uncooked. The need for energy pervades human life, especially in western countries where the day revolves around its use from the moment the central heating comes on in the morning to the flick of a switch that turns out the lights at night.

B. Pollution is undoubtedly one of the greatest problems facing mankind today. We can hardly pick up a newspaper or turn on the TV without reading or seeing evidence of another environmental disaster. The pall of black smoke over Malaysia caused by uncontrollable forest fires in

Indonesia is just one recent example. Many people seem almost resigned to the situation, as if there were no practical solutions. However, the problem is not insoluble. It can be tackled on three levels: internationally, nationally and, last but not least, personally.

C. The man of a certain age who returns to a university after an absence of many years is assailed by images of youth. The students, beautiful and intense, resemble his children. Laboratories gleam with the latest high technology. Everything seems to point to the future. All this makes it difficult to remember that the university is one of the world's most ancient institutions, older indeed than the nation-state itself.

D. Walking out on Monday's U.N. speech by Iran's President Mahmoud Ahmadinejad may have been good domestic politics for the Obama Administration and its closest European allies, but it won't necessarily help them prevail at the Non-Proliferation Treaty (NPT) review conference that began Monday. In fact the move by delegates from the U.S., Britain, France, Canada, Hungary, New Zealand and the Netherlands, among others, may have perversely played to Ahmadinejad's advantage.

E. Forty-two years ago, the biologist Paul Ehrlich warned in The Population Bomb that mass starvation would strike in the 1970s and 1980s, with the world's population growth outpacing the production of food and other critical resources. Thanks to innovations and efforts such as the "green revolution" in farming and the widespread adoption of family planning, Ehrlich's worst fears did not come to

pass. In fact, since the 1970s, global economic output has increased and fertility has fallen dramatically, especially in developing countries.

LIST OF TOPICS 1970-2010

Year	Topic
1970	The responsibilities of the younger generation today
1971	Brazil and the Sea
1972	“The determining force in international relations is, of course, fear.”
1973 (pre-test)	Are educated people happier than primitive ones?
1973	Is uncontrolled urban development, the growth of the super-city, to be feared or applauded?
1974	History as a source to shape the future
1975	More attractive cultural aspects in Brazil
1976	Formation and Information in the Educational System
1977	Man and the Balance of Nature
1977 (direct entry)	“I consider that a member of the foreign service must be endowed with four essentials: integrity, common sense, versatility and imagination”. (Sir Ernest Satow, *A Guide to Diplomatic Practice*). Discuss the relevance of these four characteristics to diplomatic life, and suggest situations in which a diplomat might be called upon to use them.
1978	Discuss the role of Brasilia in the development of Brazil
1979	The Energy Crisis and its Effects on Brazil
1980	The Role and Responsibilities of the Brazilian Diplomat in the 1980s
1981	“Brazilian problems require Brazilian solutions. Our development should not be based on models imported from other countries”. Discuss this statement with reference to one or more specific

Year Topic

Year	Topic
	Discuss this statement with reference to one of more specific problems.
1982	The role of Brazil in the North-South Dialogue
1983	Brazil – a major world power by the end of the century?
1984	“The most profitable long-term investment for economic development is in higher education.” Discuss this statement with specific reference to Brazil.
1985	Discuss the following idea of History: “The purpose of History is to dissect it into various planes, or, to put it another way, to divide historical time into geographical time, social time, and individual time. Geographic time is history whose passage is almost imperceptible, that of man in his relationship to the environment, a history in which all change is slow, a history of constant repetition, and ever-recurring cycles. Social time is history at another level, this time with slow but perceptible rhythms, it is the history of groups and groupings, economic systems, states, societies, civilizations and war. Individual time is history in its traditional sense, which is on the scale not of man, but of individual men; that is, the history of events: surface disturbances, crests of foam that the tides of history carry on their strong backs. It is a history of brief, rapid, nervous fluctuation, by definition ultra sensitive: the least little tremor sets all its antennae quivering.” Adapted from Fernand Braudel – the Mediterranean and the Mediterranean World in the Age of Phillip II.
1986	“The true test of a civilization is not the census, not the size of the cities, nor the crops – no, but the kind of man the country turns out.” (Ralph Waldo Emerson)
1987	“Ideological confrontation will not lead to war between nuclear states.” Discuss this statement by F.H. Hinsley, Professor of the History of International Relations, University of Cambridge
1988	“No man is an island, entire of itself; every man is a piece of the Continent, a part of the main.”
1989	“The role power and shortcomings of the Press – in domestic affairs and international relations.”
1990	“Men in great place are thrice servants: servants of the Sovereign or State; servants of fame and servants of business... It is a strange desire to seek power and to lose liberty; or to seek power over others and to lose power over a man’s self.” (Francis Bacon.)
	“Throughout history, the political influence of nations has been roughly correlative to their military power. While States might differ

Year	Topic
1991	in the moral worth and prestige of their institutions, diplomatic skill could augment but never substitute for military strength. In the final reckoning, weakness has invariably tempted aggression and impudence brings abdication of policy in its train. Some lesser countries have played significant roles on the world scale for brief periods, but only when they were acting in the secure framework of an international equilibrium. The balance of power, a concept much maligned in American political writing – rarely used without being preceded by the pejorative “outdated” – has in fact been the precondition of peace. A calculus of power, of course, is only the beginning of policy; it cannot be its sole purpose. The fact remains that without strength even the most elevated purpose risks being overwhelmed by the dictates of others.” (Henry Kissinger, *White House Years*)
1992	Negotiation has been defined as a form of interaction through which individuals, organizations and governments explicitly try to arrange (or pretend to do so) a new combination of their common and conflicting interests. Write a dissertation on negotiation, highlighting its role in diplomacy.
1993	“Science is the search for truth – it is not a game in which one tries to beat his opponent, to do harm to others. We need to have the spirit of science in international affairs, to make the conduct of international affairs the effort to find the right solution, the just solution of international problems, not the effort by each nation to get the better of other nations, to do harm to them when it is possible.” (Linus Carl Pauling)
1994	“Two cheers for democracy: one because it admits variety and two because it permits criticism.” (E.M. Forster)
1995	“When I am abroad, I always make it a rule never to criticize or attack the government of my own country. I make up for lost time when I come back.” (Sir Winston Churchill)
1996	“Colonies do not cease to be colonies because they are independent.” (Benjamin Disraeli)
1997	Analyze the following statement in the light of 20th century history: “Arms alone are not enough to keep the peace. It must be kept by men. The mere absence of war is not peace.” (John F. Kennedy)
1998	Discuss the following statement in the context of economic integration and globalization: (From 400-500 words): “The cultural revolution of the late twentieth century can best be understood as the triumph of the individual over society, or rather, the breaking of the threads which in the past had woven human

	beings into social textures." (Eric Hobsbawm, *Age of Extremes.*)
1999	"The greatest triumphs of propaganda have been accomplished, not by doing something, but by refraining from doing. Great is the truth, but still greater, from a practical point of view, is silence about the truth." (Aldous Huxley)
2000	Discuss the following statement: Developing countries have a fundamental choice. They can mimic the industrialised nations and go through an economic development phase that is dirty, wasteful and creates an enormous legacy of environmental pollution; or they can leapfrog and incorporate efficient, modern technologies. (José Goldenberg, *in Guardian Weekly*, November 1999)
2001	In the light of the following quotations, comment on the relations between economics, warfare, and the forging of the modern state. What a country calls its vital economic interests are not the things which enable its citizens to live, but the things which enable it to make war. [Simone Weil, in W. H. Auden, *A Certain World*, 1971] Think of political economy as an historical process rather than some kind of established model. It begins – and this is often forgotten – with war, the father of all things. It was war, time and again pushing up the expenses of governments, that fostered the development of modern systems of taxation. For most of history, men lived in warfare states, not welfare states. Those who prefer their political history to be finance-free need to remember that it was in large measure the quest for taxation that led to the spread of representative government. 'No taxation without representation' was not just a slogan of the American Revolution; it accurately describes a historical process stretching back to medieval England, and indeed to ancient Athens. And as many states have sought to increase the taxation they exact, so they have found it hard to refuse a concomitant widening of political representation.
2001	A case in point was the great democratisation that occurred after the First World War, which can be understood as the political price for high wartime sacrifices. Money does not make the world go round, but it establishes the framework – the cage, if you like – within which we live our lives. To understand this is not to be let out the cage. It does not even tell us who has the key. But at least it shows us where the bars are. Niall Ferguson, *The Cash Nexus*. Harmondsworth: Penguin, 2001 [**© 2006, Niall Ferguson. All rights reserved.** Reproduced by kind permission of Niall Ferguson]
Year	**Topic**
	Read the following excerpt adapted from Ana Viseu's "An assessment

Year	Topic
2002	Read the following excerpt adapted from Ana Viseu's "An assessment of McLuhan's prediction that electronic technologies would lead us back to an oral culture" and, in the light of it and the text by Aidan Mathews in Section 1, **comment critically on the role of language and visual imagery in modern electronic culture**. "It is a fact that electronic digital technologies lack a sense of linearity. In fact, they are based on a non-linearity that tends to facilitate a more associative way of organizing information, e.g., hypertext. It is also true that new technologies tend to be global and not focused — that is, they influence more than one sense. A good example of this is the acoustic virtual environments which are much stronger than a visual experience. A visual experience tacitly distances you, places you in a transcendent, removed position, rather than embodying you at the center of a new context. This implies not only that digital technologies offer the possibility of creating new global spaces by using sound, but also that the perspective from the user's point of view changes. She/he is no longer a mere observer in a detached position, but rather she/he actively constructs this space. Marshall McLuhan was right in predicting that the change from mechanic technologies to electronic, digital technologies would create a new culture that more resembles ancient oral cultures than the recent visual, print culture." [Text reproduced by kind permission of Ana Viseu]
	Read the following text on Leonardo da Vinci and, in the light of it and any of the ideas broached in the texts in Sections 1 & 2 above, **discuss the uses of art and technology and their relation to ethics in the current diplomatic scenario.** Ever the perfectionist, Leonardo turned to science in the quest to improve his artwork. His study of nature and anatomy emerged in his stunningly realistic paintings, and his dissections of the human body paved the way for remarkably accurate figures. He was the first artist to study the physical proportions of men, women and children and to use these studies to determine the "ideal" human figure. Unlike many of his contemporaries — Michelangelo for example — he didn't get carried away and paint ludicrously muscular bodies, which he referred to as "bags of nuts." All in all, Leonardo believed that the artist must know not just the rules of perspective, but all the laws of nature. The eye, he believed, was the perfect instrument for learning these laws, and the artist the perfect person to illustrate them. Leonardo the scientist bridged the gap between the shockingly unscientific medieval methods and our own trusty modern approach. His experiments in anatomy and the study of fluids, for example, absolutely blew away the accomplishments of his predecessors. Beginning with his first stay in Milan and gathering pace around 1505, Leonardo became more and more wrapped up in his scientific investigations. The sheer range of topics that came under his inquiry

2003/2	is staggering: anatomy, zoology, botany, geology, optics, aerodynamics and hydrodynamics, among others. As his curiosity took him in ever wilder directions, Leonardo always used this method of scientific inquiry: close observation, repeated testing of the observation, precise illustration of the subject, object or phenomenon with brief explanatory notes. The result was volumes of remarkable notes on an amazing variety of topics, from the nature of the sun, moon and stars to the formation of fossils and, perhaps most notably, the mysteries of flight. Artists have always found it difficult to make a living off their art. And even a máster like Leonardo was forced to sell out in order to support himself. So he adapted his drawing skills to the more lucrative fields of architecture, military engineering, canal building and weapons design. Although a peacenik at heart, Leonardo landed a job working for the Duke of Milan by calling himself a military engineer and outlining some of his sinister ideas for weapons and fortifications. Like many art school types in search of a salary, he only briefly mentioned to the Duke that he could paint as well. Lucky for Leonardo, he was actually really talented as an engineer. Good illustrators were a dime a dozen in Renaissance Italy, but Leonardo had the brains and the diligence to break new ground, usually leaving his contemporaries in the dust. Like many crackpot geniuses, Leonardo wanted to create “new machines” for a “new world.” (Adapted from texts at <http://www.mos.org/leonardo>) [Permission to reproduce applied for.]
	Read the following text on Diplomacy and Democracy and, in the light of it and any of the ideas raised in the texts in Parts 1 & 2 above, **assess the benefits and drawbacks of public diplomacy (in which media exposure enhances the emotional dimension) as compared with diplomacy as a rational, technical activity entrusted to specialists**. Alexis de Tocqueville wrote as follows in his classic 1835 book **Democracy in America**, defining a problem of democratic governance that is as old as the Greeks: “Foreign politics demand scarcely any of those qualities which are peculiar to a democracy; they require, on the contrary, the perfect use of almost all those in which it is deficient. A democracy can only with great difficulty regulate the details of an important undertaking, persevere in a fixed design, and work out its execution in spite of serious obstacles. It cannot combine its measures with secrecy or await their consequences with patience.” The problem Tocqueville examined then has become far more acute now. Public awareness has increased and the media are far more intrusive. But neither has kept pace with the growing complexity of foreign policy issues. No country can or should, for instance, join the World Trade Organisation (WTO) without the people’s support. How few of them, though, know or can know enough to form an opinion on the issue?
Year	**Topic**

Year	Topic
2004	the issue? The dilemma persists because it is inherent in a democracy — the volatility and power of public opinion and the weaknesses of democratic leadership. Not seldom, the preference of the majority is at odds with the requirements of sound policy, domestic or foreign. Not seldom an issue of foreign policy arouses the people from the slumber that is the norm, to shake them with paroxyms of moral outrage. Few are the leaders who have the moral fibre, the political skill and the intellectual muscle required to explain such realities to them. Having ignored the rumblings, most opt for mere survival when the crisis bursts into the open. Hans J. Morgenthau traces the dilemma to its roots — the statesman, as distinct from the common politician, has to reckon with considerations which the populace cannot grasp. "The statesman must think in terms of the national interest, conceived as power among other powers. The popular mind reasons in the simple moralistic and legalistic terms of absolute good and absolute evil. The statesman must take the long view, proceeding slowly and by detours, paying with small losses for great advantages; he must be able to temporise,to compromise, to bide his time. The popular mind wants quick results; it will sacrifice tomorrow's real benefit for today's apparent advantage. By a psychological paradox, the most vociferous and compromising representatives of what is least conducive to the successful conduct of foreign policy are generally politicians who in their own constituencies would not dream of acting the way they expect the framers of foreign policy to act... The daily routine of their political lives is devoid of those moral and intellectual qualities which they really admire, which to the public they pretend to possess, and which they wish they were able to practise... they make foreign policy over
2004	into a sort of fairy-land where virtue triumphs and vice is punished, where heroes fight for principle without thought of consequence, and where the knight in shining armour comes to the succour of the ravished nation, taking the villain's life even though he might in the process lose his own." Leaders have four options. One is simply to sail with the wind of public opinion and treat public opinion polls as the supreme guide. The second is to educate public opinion in the realities of the times. A British diplomat, Lord Vansittart, sharply defined this age-old problem: "How to induce the unwilling to accept the unavoidable." The third option is to mislead and corrupt public opinion — and cite the result in defence of the official stand. The leader whips up the people to a frenzy of chauvinism and defends his intransigence as obedience to the people's will. The last option is to practise deception. (Adapted from A.G. Noorani's "Of diplomacy and democracy." *Frontline*, v. 18 - Issue 23, Nov. 10 - 23, 2001.) [Text reproduced by kind permission of the Hindu Times/ Frontline]

Year	Topic
	Read the following editorial from the Washington Post, 20th March

2005	Read the following editorial from the Washington Post, 20th March, 2005, and in the light of it and of the text by Richard Gott in section 2, comment on the geopolitical, social, and economic issues raised as they affect South American integration. A Threat to Latin Democracy Another Latin American democracy is on the verge of crumbling under pressure from leftist populism. The trouble comes this time in Bolivia, where a democratic president and Congress face a paralyzing mix of strikes and roadblocks by a radical movement opposed to foreign investment and free-market capitalism. The insurgents, who claim to represent the country's indigenous population, drove one democratically elected president from office 18 months ago; now they are working on his successor, Carlos Mesa, who has searched valiantly but unsuccessfully for compromise. The populists ride a leftist wave of momentum in Latin America and have the rhetorical, and possibly material, support of the region's self-styled "Bolivarian" revolutionary, Venezuelan President Hugo Chavez. The democrats could use some outside help, from their neighbors and the United States. Accounts of political crises in Andean countries such as Bolivia sometimes portray a poor and disenfranchised indigenous majority pitted against an ethnically European and mestizo elite. The facts tell a different story in Bolivia. Mr. Mesa, polls show, has the support of two-thirds of his compatriots, while the party leading the protests, the Movement Toward Socialism, has
2005	never received more than 21 percent of the vote in an election. Nor is it the case that Bolivia's experiment with free-market policies in the 1990s failed to help the poor. Per capita incomes rose by 20 percent in the second half of the decade. Thanks to private foreign investment, significantly more Bolivians gained access to water, sewage systems and electricity. The populist minority, led by former coca farmer Evo Morales, is bent on using force to reverse that progress. Already it has effectively blocked natural gas exports to the United States. Its current strikes are aimed at stopping further foreign investment in that industry through confiscatory taxes and reversing the privatization of other industries. Mr. Mesa, swearing off the use of force to break up the roadblocks, has countered with democratic political tactics: first a national referendum on a compromise gas policy, then an accord with Congress on political and economic reforms. Last week, in desperation, he proposed that his own term as president be cut short and new elections be held in August; Congress rejected the proposal, and Mr. Mesa later announced he would stay on. But the opposition still threatens to renew a blockade that is devastating one of the hemisphere's poorest economies and prompting talk of secession in Bolivia's relatively prosperous and pro-capitalist eastern provinces.
Year	**Topic** All of this is good news for Mr. Chavez, who along with Cuba's Fidel Castro dreams of a new bloc of Latin "socialist" (i.e., undemocratic)

Year	Topic
	regimes that will join with like-minded states such as Iran, Libya and China to oppose the United States. Bolivia’s neighbors, including Brazil, Argentina and Chile, ought to be alarmed by this trend; but though their own leftist governments have expressed support for Mr. Mesa they have refrained from more concerted action – such as demanding that Mr. Chavez cease his meddling. The State Department issued a statement last week expressing “support for the people of Bolivia and a peaceful democratic process.” If there is a deeper U.S. policy to head off the breakdown of democracy in Latin America, there isn’t much sign of it. [Text reproduced by kind permission of Richard Gott]
2006	Awareness that change is a constant feature of human life is as old as civilisation. However, more recently, technological development has greatly enhanced both the prospects for rapid change and the range of its social, political, and cultural impact. Bearing this in mind, comment on Berman’s contention (in Muqtedar Khan’s text “Radical Islam, Liberal Islam” in section 2 above) that “those motivated by aversion for liberalism will continue to seek the downfall of the West as long as its culture continues to influence the world, the Muslim World in particular”.
2007	Write a composition on the following quotation from Albert Einstein: “The unleashed power of the atom has changed everything save our modes of thinking and we thus drift toward unparalleled catastrophe.”
2008	“Nationalism – Internationalism. These abstract words, so often abused, so often misunderstood, cover high ideals and strong emotions, reflect modes of thought and action that shape our world. We often see the word ‘nationalism’ used in a derogatory sense. The same is true of the word ‘internationalism’. When nationalism connotes, for example, a ‘go-italone’ isolationism, and internationalism an outlook that belittles the significance of national life and of nations as centres of political action and spiritual tradition, the words become contradictory and the attitudes they describe irreconcilable. From such interpretations of the words comes the tendency to think of nationalism as in fundamental conflict with an internationalist attitude.” Discuss the above statement, adapted from an address by then United Nations Secretary-General Dag Hammarskjöld at Stanford University in 1955, in the light of current international political events.
	At the beginning of the 21st century, migration continues to loom large as a subject of media interest, of community preoccupation and of political controversy. Nevertheless, the discourse has evolved significantly in recent years, both in terms of substance and tone, and is now conducted with noticeably less acrimony than before and with much reduced levels of distrust between developed and developing

2009	countries. For instance, at [several recent high-level international conferences] participants were, in general, disposed to agree that migration holds considerable potential for economic and social development. At the same time, however, it was apparent that there is much more to be done before agreement can be reached on appropriate management strategies to be put in place, both nationally and on the international level, for that promise to be realized. The task of formulating a workable global approach to the management of international migration remains a formidable challenge, and one that will require both time and effort over the coming years.
2009	An extract from the Introduction to World Migration 2008: managing labour mobility in the evolving global economy. Geneva: International Organization for Migration, 2008, p. 1. Taking into account the points made above, discuss the main issues involved in the contemporary political debate on migration.
2010	It will be no surprise to those who follow UN affairs that the end of the Cold War has been the single most formative experience in the existence of the Security Council. There are many ways to demonstrate this. The simplest is to count the absolute number of Council resolutions. For the period 1946-1989 the annual average number of resolutions passed was fifteen; since then the average has been more than sixty. The Council has moved from roughly one decision a month to one per week. This is indeed a dramatic change. Peter Wallensteen e Patrick Johansson's. Security Council decisions in perspective. In: Malone, D.M. ed. *The United Nations Security Council: from the Cold War to the 21st Century.* London: International Peace Academy, 2004 (Adapted). In what other ways have the Security Council's actions changed since the end of the Cold War? Why?

LIST OF COHESIVE LINKS

Cohesive Links – words and phrases to join ideas

1. Introductory phrases

a) Time-related

In the next few years/ decades

Throughout (human) history + present perfect

Since the (eighteenth) century + present perfect

Ever since the dawn of (civilisation) + present perfect

Ever since the first [articulate mammals] appeared on Earth + present perfect

In the nineteen / twentieth / twenty-first century

In the opening years of the 21st century

In these days of (globalisation/ downsizing/ outsourcing, etc.)

b) Place-related

In the majority of (developing/ industrialised/ newly industrialising/ First World/

Third World/ rich/ poor/ Latin American - etc.) countries

In many .... countries/nations

In many parts of Brazil/ this country/ the world (etc.)

All over the world

Throughout the developing world

On the present world scene

c) Topic-related

The question of .... has often been discussed. However, ... Yet....

An issue that has caused a great deal of controversy is.... / is whether.../ is the possibility that...

In order to analyse... it is helpful / useful/ necessary/ to...

One of the most complex contemporary questions is...

The principle of (one person, one vote) is widely accepted...

There is a widely-held idea that...

According to (Einstein's) theory of (relativity)

(J.F. Kennedy) once said/ pointed out/ remarked /wrote that…

There is a widely held view that…

Received wisdom suggests that…

2. Comparisons

If one compares (Brazil) with (Venezuela) ....

When (Brazil) is compared to / set alongside (Venezuela) ....

Compared with..../ Compared to.....

In comparison with... ...as compared to...

Both... and... / Neither.... nor....

the same as / In the same way as/ that...

as...as / …not so ...as / …not as... as

By the same token, / Similarly / Likewise

3. Contrasts/argumentative phrases

Comparative adjectives (bigger than/ more important than…)

The problem is not (one of quantity), (but) rather it is (one of quality)

If, on the one hand, it can/ could be argued that...., on the other it is true that....

While many people hold the view that/ advocate the idea of/ genuinely believe that.... there are strong arguments against this.

At first sight / glance it might appear that... However, this position is hard/ proves difficult to sustain

Instead of/ Rather than (---ing)., it might be better to…

(Having an affair) is one thing; (lying about it to Congress) is quite another

The issue is not …; on the contrary, it is…

Even if we accept (the idea that)..., it will be hard to…

Even if we accepted (the idea that)..., it would be hard to...

(The situation in Brazil) offers a clear/ sharp contrast with....

In contrast with (Brazil), (the USA) is... Unlike (Brazil), (the USA)....

is...

There is a sharp contrast between There is a clear distinction between

While (Brazil), (the USA)... Whereas (Brazil)..., (the USA)...

Conversely …and vice versa

On (the) one hand …on the other (hand)

Although + clause Despite + noun or gerund

Even though + clause In spite of + noun or gerund

However, Nonetheless Notwithstanding

With the exception of Except for Apart from

meanwhile yet all the same

4. Adding arguments / information (see also 2. Comparison)

In addition (to) As well as

Furthermore, Moreover,

Besides, Equally,

A further example (of this) is... Another aspect of the problem is...

It should not be forgotten that... One should remember that(...)

It is worth remembering that…

Another point worth considering/ analysing is that…

5. Introducing examples / illustrations

(It is) against this background (that...)

It is worth considering / mentioning./ the case of...

(The case of....) dramatically illustrates (this point)

The case of… provides /a clear example of.../ a graphic illustration of...

The case of ... could be taken to illustrate…

Take the case of Let us examine/ consider the case of

In this context, In this respect,

For example, For instance,

An example (of this) is.... In the case of...

As far as ... is concerned Where ... is concerned

6. Giving reasons - expressing cause and effect

The problem of .... is/ appears to be/ caused by...

The main consequence (of this) is...

This leads to... / gives rise to... / raises the question/ problem of...

The problem has its origins in .... / stems from/ in...

The roots of (the problem) lie in ....

Given that (Brazil is a huge country), it follows that (border security) is a problem.

Due to Owing to Given that

On account of... because of because

As.... Since Hence

Therefore Thus Accordingly

That is why This/ That explains... If…then…

As a consequence of… As a result of…

It is for this/ that reason that... It goes without saying that…

7. Generalising

As a general rule As a rule In general

For the most part In many/ most cases

Whenever Every time (that)

The majority of / (people) are It is often/ usually the case that...

It is generally / widely/ believed that Many people believe/ claim/ think/ that

There is a general consensus that... It is a well-known fact that...

8. Indicating hypothesis/ speculation / condition

If Unless Provided that

Providing On condition that Considering (that)

Supposing (that) Suppose (that) Imagine (that)

Given that As long as... So long as

It is possible that possibly conceivably

Taking .... into consideration It is possible to imagine that

Should (the situation change) the results will/ would/ could/ might be (disastrous)

If (the situation were to change) the results would/ could/ might be (disastrous)

9. Indicating sequence

First(ly), Second(ly) / third(ly) Last(ly)/ Finally

First of all First and foremost

In the first place In the second (place) Finally

To begin with To start with At/ from the outset

Subsequently Eventually Afterwards

The most important The second most important The least important

Earlier Before that Beforehand

Previously Meanwhile In the meantime

At the same time Simultaneously In the short run

In the wake of In the aftermath of In the long run

In the long term In the medium term In the short term

10. Expressing certainty

Certainly Most certainly It is certain that

It is clear that Definitely Obviously

Undoubtedly Clearly To be sure

There is clear evidence that… It has been clearly shown that…

There is/ can be no doubt that… It can be clearly seen that…

11. Expressing relative uncertainty

It remains to be seen whether Whether (this is true), only time will tell

It is not clear why /if /whether/ that It is probable that

In all probability It may be that It is possible that

Perhaps It is obviously true that It can be seen that

*Evidently *Surely *Doubtless

*Note that these words may give the impression of uncertainty:

Compare

You are doubtless right. with You are undoubtedly right

He was evidently trying to impress with He was obviously trying to impress.

Education will surely improve one day. with Education will certainly improve
one day.

12. Summarising/concluding

In conclusion, To sum up, Finally,

In a nutshell, All in all, As has been seen

All things considered, the solution may be to...

All the evidence thus suggests… The main conclusion to be drawn is that…

Chapter 3
Translation from English to Portuguese

by Paulo Kol

GENERAL ADVICE (2010)

Guia de Estudos 2010

Orientação para estudo

Tradução – Translation, Part A (20 pontos)

A tradução do Inglês para o Português deve ser feita de forma fidedigna, respeitando a qualidade e o registro do texto original. Subtrai-se 1 (um) ponto para cada um dos seguintes erros: falta de correspondência ao(s) texto(s)-fonte, erros gramaticais, escolhas errôneas de palavras e estilo inadequado. Erros de pontuação ou de ortografia serão apenados em 0,5 (meio) ponto.

Considerações gerais sobre tradução para o português

As considerações que serão feitas no Capítulo 4 sobre os cuidados necessários para se realizar uma versão com a qualidade esperada pela banca servem perfeitamente para o trabalho de tradução para a língua-mãe.

Entretanto, é sempre útil lembrar os critérios que invariavelmente são destacados nos editais no que se refere à tradução inglês-português: “fidelidade ao texto-fonte; respeito à qualidade e ao registro do texto-fonte; correção morfossintática e lexical.” (Guia de Estudos 2006). Em outras palavras, espera-se que a tradução corresponda ao original não somente no que tange seu conteúdo, como também no nível de formalidade ou informalidade em que foi redigido. É desnecessário dizer que a tradução precisa ainda apresentar um padrão de estrutura e vocabulário que atenda à norma culta do português.
A exceção a esta regra seria quando o texto-fonte apresenta variantes regionais ou populares do idioma, caso em que a tradução deve procurar acompanhar com variantes equivalentes na língua-alvo. Aqui reside um imenso desafio para o tradutor, mas que felizmente os textos propostos pela banca nos últimos anos têm sabiamente evitado.

Um último e importante quesito para se avaliar a qualidade de uma tradução diz respeito à sua ‘naturalidade’, ou seja, se o texto traduzido se apresenta não como uma tradução literal que abusa de estruturas ou vocábulos que causem certo estranhamento a quem o lê. Uma boa tradução, portanto, não deveria parecer que é

uma tradução, mas sim um texto que foi redigido originalmente no idioma-alvo.

Em síntese, seriam três as considerações que o candidato deve fazer ao avaliar suas próprias traduções:

1) fidelidade;

2) gramaticidade;

3) naturalidade.

Com exceção do primeiro texto, as traduções a seguir foram selecionadas entre as melhores respostas de candidatos do CACD, reproduzidas pelo Guia de Estudos nos anos subsequentes à sua realização.

MODEL TEXTS

Texto 1

2010 Text A (20 Marks)

Translate into Portuguese the following excerpt adapted from Eleanor Roosevelt's speech opening a series of United Nations seminars at Brandeis University on December 17th, 1954:

You hear people say, "Why hasn't the United Nations done this or that?" The United Nations functions just as well as the member nations make it function, no better or worse.

So the first thing to look at is the kind of machinery that was set up, and what it was meant to do.

Now we have to cast our minds back to the time when the Charter was first planned. The war was not over, and this was a dream – an idea to set up an organization, the object of which was to keep peace.

Great tracts of the world had first-hand knowledge of war on their doorsteps. We did not know what it was like, either to be occupied or to be bombed. We need to use our imaginations, because we really must grasp what the nations felt then and still feel.

What happened, of course, was that peace has never been found, so this organization has had to face questions that were not on its mind at the outset. But talk itself can have great value. You have to envisage it as a bridge, to think of the General Assembly as a place where bridges are built between peoples.

1 5 10 15 20	Ouvimos as pessoas dizerem: “Por que a ONU deixou de fazer isso ou aquilo?” As Nações Unidas funcionam na medida em que os países membros a fazem funcionar, nem melhor nem pior. Então, a primeira coisa a fazer é olhar para o tipo de estrutura que foi criada, e o propósito com que foi criada. Ora, precisamos remontar à época em que a Carta foi concebida. A guerra não acabara, e o que havia era um sonho - a ideia de criar uma organização cujo objetivo era manter a paz. Grandes extensões do mundo conheceram a guerra em primeira mão, bem na porta de casa. Não se sabia o que significava ser ocupado ou ser bombardeado. Precisamos usar nossa imaginação para poder realmente entender o que as nações sentiam na época e ainda sentem. O que aconteceu, é claro, foi que a paz jamais foi alcançada, de forma que esta Organização teve de enfrentar questões que não estavam em sua pauta desde o início. Mas o diálogo em si pode ter grande valor. Temos que considerá--lo como uma ponte, pensar a Assembleia Geral como um lugar onde são construídas pontes entre os povos. (Tradução do editor)

Notas:

1. Linha 1: Desde o início, fica patente que o registro do discurso é relativamente informal e possivelmente feito de forma mais espontânea, sem recurso a um texto pronto. Entretanto, o uso da segunda pessoa do singular (you) na primeira oração, não soaria natural se traduzido literalmente para o português, tendo-se optado, então, pela primeira pessoa do plural (sem a necessidade do pronome, dada a redundância existente na língua portuguesa), preservando-se da mesma forma o sentido de generalização pretendido.

2. Linha 7: Cast our minds traduz-se literalmente como “lançar nossas mentes”, o que não faz muito sentido na língua-alvo, e foi devidamente recusado pela banca.

3. Linha 9: O sentido do pronome this não está muito claro, a princípio. Entretanto, analisando-se o contexto, pode-se inferir que é uma alusão à ideia de se criar uma organização vocacionada para a manutenção da paz. A solução encontrada (“o que havia”) parece atender adequadamente ao sentido pretendido, resgatando ainda uma clareza maior do que o permitido pelo recurso à tradução literal (“isto”).

4. Linha 16: Embora o sentido de peace has never been found seja inequívoco, a tradução literal pecaria for falta de naturalidade.

5. Linha 18: A expressão on its mind seria em outro contexto traduzida literalmente como “ter em mente”. Porém, em se tratando de uma organização de cunho político, o uso da expressão “estar em sua pauta” é mais apropriado.

Texto 2

2009 Text A (20 Marks)

PARTA (20 marks)

Translate into Portuguese the following excerpt adapted from Edward Said’s 1993 Reith Lecture “Intellectual exile: expatriates and marginals. What is the proper role of the intellectual in today’s society?”

Exile means being neither entirely at one with the new setting, nor fully disencumbered of the old; beset with half-involvements and half-detachments; nostalgic and sentimental yet equally a consummate mimic or secret outcast. Being adept at survival becomes the imperative, with the dangers of getting too comfortable and secure constituting a threat constantly to be guarded against. Salim, the main character of V.S. Naipaul's novel "A Bend in the River," is an affecting instance of the modern intellectual in exile: an East African Muslim of Indian origin, he has left the coast and journeyed into the interior, where he survives precariously in a new state modelled on Mobutu's Zaire. Naipaul portrays Salim's life at a 'bend in the river' as a no-man's-land, to which hail the European intellectual advisers (who succeed the idealistic missionaries of colonial times), as well as the assorted mercenaries, profiteers, and other Third World drifters in whose ambience Salim is forced to live, gradually forfeiting his property and integrity in the mounting confusion. As the novel unravels, the natives themselves have become exiles in their own country, so preposterous and erratic are the whims of the ruler, Big Man, a symbol of all post-colonial regimes.

Guilherme Fitzgibbon Alves Pereira (19/20)

1 5 10 15 20 25	Exílio significa estar nem integrado por completo ao novo ambiente, tampouco totalmente desprendido do antigo; acometido de semienvolvimentos e semi-destacamentos; nostálgico e sentimental, mas em igual medida um mímico contumaz ou um excluido secreto. A maestria na sobrevivência torna-se um imperativo, os perigos de acomodar-se e de tornar-se seguro demais constituindo uma ameaça contra a qual deve-se proteger constantemente. Salim, o personagem principal do romance “Uma curva no rio”, de V. S. Naipaul, é um exemplo tocante do intelectual exilado moderno: muçulmano de origem indiana do leste africano, ele deixou o litoral e rumou ao interior, onde sobrevive precariamente em um Estado baseado no Zaire de Mobutu. Naipaul retrata a vida de Salim em uma “curva no rio” como uma terra de ninguém, para onde dirigem-se os conselheiros intelectuais europeus (sucessores dos missionários idealistas de épocas coloniais), bem como diversos mercenários, gananciosos e outros golpistas terceiro-mundistas em cuja companhia Salim é forçado a viver, gradualmente renunciando a suas propriedades e sua integridade no ambiente de crescente agitação. Conforme o romance se desenvolve, os próprios nativos tornam-se exilados em seu próprio país, tão absurdos e erráticos são os desmandos do governante, Grande Homem, um símbolo de todos os regimes polÍticos pós-coloniais.

Notas:

1. Linha 11: A manutenção da ordem original das palavras, “o intelectual moderno no exílio” soaria mais natural.

2. Linhas 11-12: A associação da Índia com o leste africano, em “muçulmano de origem indiana do leste africano”, poderia ser evitada invertendo-se a ordem das palavras para “muçulmano do leste africano, de origem indiana”.

3. Linha 19: A tradução mais adequada para drifters seria “andarilhos”, e não “golpistas”.

Texto 3

2008 Text A (25 marks)

Translate into Portuguese the following excerpt from James Baldwin’s “Notes of a native son” (1955) [in: The United States in Literature. Glenview: Scott, Foresman & Co., 1976, p. M 132.]:

I was born in Harlem thirty-one years ago. I began plotting novels at about the time I learned to read. The story of my childhood is the usual bleak fantasy, and we can dismiss it with the restrained observation that I certainly would not consider living it again. In those days my mother was given to the exasperating and mysterious habit of having babies. As they were born, I took them over with one hand and held a book with the other. The children probably suffered, though they have since been kind enough to deny it, and in this way I read Uncle Tom’s Cabin and A Tale of two Cities over and over and over again; in this way, in fact, I read just about everything I could get my hands on — except the Bible, probably because it was the only book I was encouraged to read. I must also confess that I wrote — a great deal —and my first professional triumph occurred at the age of twelve or thereabouts.

Joaquim Aurélio Correa de Araújo Neto (25/25)

1 5 10 15	Eu nasci no Harlem há trinta e um anos. Comecei a idealizar romances tão logo aprendi a escrever. A história de minha infância é uma fantasia monótona e normal, e podemos descartá-la mediante a observação contida de que, certamente, eu não consideraria a possibilidade de revivê-la. Naquele tempo, minha mãe dedicava-se ao hábito irritante e misterioso de ter bebês. À medida que eles nasciam, eu os segurava com uma das mãos e, com a outra, segurava um livro. As crianças provavelmente sofriam, embora, desde aquela época, elas tenham sido gentis o bastante em negar essa situação. Assim, eu lia "Uncle Tom's Cabin" e "A Tale of two Cities" seguidas vezes. Na verdade, eu lia quase tudo que chegava às minhas mãos, com exceção da Bíblia; provavelmente, devido ao fato de que era o único livro que me encorajavam a ler. Devo confessar, também, que eu escrevia muito e que meu primeiro triunfo profissional ocorreu quando eu tinha doze anos, ou por volta dos doze anos.

Notas:

A nota máxima atribuída a esta resposta exemplifica a inclinação da banca a premiar traduções que, embora sejam passíveis de melhorias, apresentam boa clareza, coesão e gramaticidade. Cabe, entretanto, salientar alguns pontos na tradução que poderiam ser melhor trabalhados.

1. Linhas 11-12: Em se tratando de clássicos amplamente conhecidos e traduzidos para a língua portuguesa, os títulos das obras poderiam ter sido traduzidos como "A Cabana do Pai Tomás" e "Um Conto de Duas Cidades", respectivamente. Isso não somente tornaria a tradução mais profissional, como poderia causar boa impressão à banca, o que pode vir a ser útil como critério de desempate, por exemplo.

2. Linha 13: A tradução de I could get my hands on seria traduzida de forma mais literária como "que me chegava às mãos".

3. Linha 17: “Doze anos, ou por volta dos doze anos” não acompanhou a concisão do original (twelve or thereabouts). Seria mais enxuto simplesmente traduzir a frase como “por volta dos doze anos”, evitando assim uma repetição inexistente no original.

Texto 4

2007 Text A (15 marks)

Translate into Portuguese the following text adapted from John Cornwell’s Seminary Boy (New York: Doubleday, 2006):

By late 1944, and after four wartime home removals, I was attending a Catholic primary school run by Irish nuns and spinsters, surrounded by a hostile world of unbelief. One Sunday a V-2 rocket destroyed a nearby Anglican church, killing most of the congregation. The next day Miss Doonan, who taught us so piously to make the sign of the cross, informed us that these people had been struck down by God because they were Protestants. The day before we celebrated the end of the war in Europe, I was humming to myself, skipping ahead of the girl who took me to school, when two bull terriers hurtled round the corner and sank their teeth into my plump legs. I spent the morning in a doctor’s surgery being stitched up and painted with iodine. According to the policeman who visited our house on Victory Day, the dogs’ owner claimed that I had made the animals bite me by my singing and dancing.

Marcílio Falcão Cavalcanti Filho (14/15)

1 5 10 15	No fim de 1944, após quatro mudanças de residência por causa da guerra, eu frequentava uma escola primária administrada por solteironas e freiras irlandesas, cercada por um mundo hostil de descrença. Num domingo, um foguete V-2 destruiu uma igreja Anglicana que ficava próximo, matando a maior parte da congregação. No dia seguinte, a senhorita Doonan, que nos ensinou tão fervorosamente a fazer o sinal da cruz, informou-nos que aquelas pessoas haviam sido golpeadas por Deus porque eram protestantes. Um dia antes de celebrarmos o fim da Guerra na Europa, eu estava cantando bem baixinho, pulando à frente da garota que me levava para a escola, quando dois cachorros da raça bull terrier pularam de trás da esquina e cravaram os dentes na minha perna roliça. Eu passei a manhã em um consultório médico levando pontos e pinceladas de iodo. De acordo com o policial que visitou nossa casa no Dia da Vitória, o dono dos cães afirmou que eu havia provocado a mordida dos animais com a minha dança e a minha música.

Notas:

1. Linha 5: Embora nomes de religiões exijam letra maíscula em inglês, o mesmo não se aplica à lingua portuguesa. A frase “que ficava próximo” também soa algo deselegante. *A nearby Anglican church* poderia, então, ser traduzida como “uma igreja anglicana nas redondezas”.

2. Linha 11: *Skip* significa “pular”, “pular corda”, “saltitar”. Em se tratando de uma criança indo para a escola, seria natural que estivesse “saltitando” em frente à pessoa que a acompanhava.

3. Linhas 12-13: *Hurtled round the corner* cria uma imagem que seria mais fielmente traduzida como “dobraram a esquina em disparada”.

4. Linha 18: Traduzido como “música”, a palavra *singing* adquire uma conotação de obra musical, quando o sentido pretendido é o cantarolar despretensioso de uma criança. Portanto, a palavra “cantoria” poderia transmitir melhor essa ideia e ainda sugerir algo que pudesse “provocar” os cachorros, segundo alegou seu dono.

Texto 5

2006 Text A (15 marks)

Translate the following text adapted from Don Cupitt’s The Sea of Faith (London: BBC, 1984) into Portuguese:

Prometheus Unbound

The mind’s power to innovate and fashion pure fictions was traditionally seen as a source of sin. Saints sallied forth into the desert to do battle against the evil thoughts that rose unbidden in their imaginations. As we now view it, they were actually tussling with their own creativity, not Satan.

Since ancient times, the common theme in mythology is that there are appointed limits to human power and knowledge. Overstepping the bounds the gods had set was tantamount to courting disaster.

So powerfully alluring has been the theme of man’s technological pride being brought low that new myths have continued to be hatched well into the modern age. As late as the 1960s techno-sceptics posited that the space

programme might bring down divine wrath upon mankind. This ethic of tradition was patently designed to discourage unbridled innovation and social change.

[Reproduced by kind permission of Don Cupitt]

Ricardo Martins Rizzo (14,5/15)

    1 5 10 15	Prometeu Libertado O poder da mente para a inovação e a criação de puras ficções foi tradicionalmente visto como uma fonte de pecado. Santos refugiavam-se no deserto para travar batalha contra os maus pensamentos que emergiam desembaraçadamente na imaginação. Da forma como os vemos hoje, eles estavam em conflito com a sua própria criatividade, não com Satã. Desde tempos antigos, o tema comum da mitologia é a existência de limites definidos para o poder e o conhecimento humanos. Ultrapassar a linha traçada pelos deuses era equivalente a cortejar o desastre. O tema do orgulho tecnológico do homem tem sido rebaixado de forma tão poderosamente persuasiva que novos mitos continuaram a surgir mesmo na época moderna. Em plena década de 1960, “tecno-céticos” defendiam que o programa espacial poderia atrair a ira divina contra a humanidade. Esta ética da tradição estava patentemente projetada para desencorajar inovações e mudanças sociais desabridas.

Notas:

A prova de 2006 é a primeira que contém um teste de tradução para o português, alem da versão para a língua inglesa. Talvez por isso, a banca parece ter sido relativamente generosa em sua avaliação.

1. Linha 4: Sally [forth] é definido pela versão eletrônica do Macmillan Dictionary (http://www.macmillandictionary.com) como “to leave a place to go on a trip or for a definite purpose, showing confidence and energy.” Uma tradução mais adequada para

essa expressão, no contexto acima, seria “partir com determinação”.

2. Linha 6: O uso do pronome “os” na tradução da frase As we now see it é inadequado. Seria mais fiel traduzir o trecho como “Da forma como encaramos isso hoje”.

3. Linhas 12-13: O trecho man’s technological pride being brought low não foi bem interpretado pelo candidato. O começo da referida oração ficaria mais fielmente traduzido como : “A temática alusiva ao rebaixamento do orgulho tecnológico do homem tem exercido tamanho fascínio...”

4. Linha 19: A palavra “desabridas” — que significaria “insolentes”, “atrevidas” (Michaelis Moderno) – não corresponde ao sentido pretendido no texto para a palavra unbridled, que seria “descontroladas” ou “desenfreadas”.

Chapter 4
Translation from Portuguese to English

GENERAL ADVICE

Guia de Estudos 2010

Versão – Translation, Part B (15 pontos)

A versão do Português para o Inglês deve ser feita de forma fidedigna, respeitando a qualidade e o registro do texto original. Subtrai-se 1 (um) ponto para cada um dos seguintes erros: falta de correspondência ao(s) texto(s)-fonte, erros gramaticais, escolhas errôneas de palavras e estilo inadequado. Erros de pontuação ou de ortografia serão apenados em 0,5 (meio) ponto.

English version of this description – Guia de Estudos 2003

The examiners are looking for a correct, natural rendition in English of one or more texts in Portuguese. Points are deducted for translation faults, grammatical errors, wrong word choice, and bad style, should the latter impair the reading of the text. Half points are deducted for minor mistakes, including punctuation and spelling.

Editor's General Advice

The marking of the examination translation into English is done entirely by subtracting marks for inaccurate vocabulary or grammar mistakes. There are no marks available to give a bonus for good, creative translation. It therefore follows that the safest way to deal with the text is a literal translation, free from serious mistakes.

Use cognate words and keep as close as possible to the meaning of the original text. You may still have a problem knowing whether cognate words exist and are correct. But where they do, use them.

This was not always the case. Working from Text 1 to Text 10, you can observe that in the days when English was an eliminatory examination (before 2005), more literary texts were sometimes set as a challenge, requiring greater translation skills.

These days, some candidates try to play safe and omit the Translation into English [worth 15 marks] to devote more time to the composition [worth 50 marks]. This seems a rather cowardly policy and is definitely not recommended. There are two reasons for this:

1. The translation text is normally very short and unless your English is particularly inaccurate, you are unlikely to score zero.

2. The most important skill for the purposes of the CACD English exam, and for your future career as a diplomat, is time management. Work on this skill until you are able to do ALL the exercises in the time available.

Studying for the Translation examination

- Practise translating short texts regularly.
- Use the Internet to read newspapers in English and compare the reports of current events with those in the Brazilian press. A useful search engine is <http://www.onlinenewspapers.com/> which gives access to newspapers from all over the world.
- Make lists of vocabulary for areas related to international relations and current affairs. Take down examples of how these words are used in phrases or sentences. Note down the prepositions associated with verbs, nouns and adjectives.

Tips for Translation (short texts)

1. Read the whole text before you begin to translate. Information contained at the end of the extract may affect your choice of words in the earlier sentences.

2. In the context of the CACD English exam, it is very important to show that you have understood the Portuguese text and can interpret difficult passages intelligently.

3. When you have read the Portuguese text, think about it and make a mental summary of it in English, or make a few notes in English on paper. You need to switch your mind from Portuguese to English to translate well.

4. When you translate in any professional context, you will normally have access to a dictionary. In an examination you will not. Don’t let particular vocabulary items you don’t know upset you too much. You can either paraphrase the word as well as you can, or you can hope there is a cognate word in English and anglicise the Portuguese word, particularly if it has a Latin origin. Remember: if you leave gaps in your text, you will certainly lose marks. If you paraphrase or create successfully, there is a chance you will not.

5. When you translate, try to convey each *fact* or *idea* clearly, simply and correctly in English. This may mean shortening very long sentences or changing the word order, where necessary. In translating a newspaper or magazine article, conveying information clearly and accurately is the main aim. You only need to worry about trying to give an idea of the author’s style when

the text is from a work by a famous author, or possibly a humorist.

6. Revise everything you have written very carefully. It is sometimes difficult to spot your own slips immediately after finishing a translation. You might therefore consider doing a draft translation, then working on the composition then returning to the translation and finally finishing the composition.

7. Make sure your handwriting is fully legible. Leave time to copy your translation out before you hand it in.

8. With the exception of Text 1, the translations that follow are all excellent efforts produced by candidates for CACD, reproduced in the Guia de Estudos for the following year.

As you go through the texts below, cover the English version and try to produce your own translation into English.

MODEL TEXTS

Text 1

2010 examination

Translation B (15 marks)

Translate into English the following excerpt adapted from a lecture delivered by Ambassador Celso Amorim as guest speaker at the Portuguese Ministry of Foreign Affairs Diplomatic Seminar on 5th January 2009:

A reforma das Nações Unidas é peça-chave da agenda de mudanças. O multilateralismo é a expressão normativa da multipolaridade. O mundo multipolar que emerge neste século deve encontrar seu paralelismo lógico no reforço das instituições multilaterais.

A reforma da ONU, em particular de seu Conselho de Segurança, decorre da necessidade de aumentar a legitimidade, transparência e representatividade nas suas decisões. Mesmo sem resolver todos os problemas (como o do veto, por exemplo), um Conselho ampliado enviaria aos Estados-membros uma mensagem de confiança na capacidade da ONU de se adaptar aos novos tempos.

O Brasil fez uma clara opção pelo multilateralismo. A contribuição brasileira à Minustah no Haiti constitui uma demonstração concreta desse compromisso. Reflete a nossa "não indiferença" diante de uma situação difícil vivida por uma nação com a qual temos muitas afinidades. Coaduna-se, ademais, com os princípios de ação coletiva para prevenir ameaças à paz e à segurança internacionais.

 1 5 10 15	The reform of the United Nations is the key to the agenda of change. Multilateralism is the normative expression of multipolarity. The multilateralism that is emerging this century should find a logical parallel in the strengthening of multilateral institutions. UN reform, particularly that of the Security Council, stems from the need to increase the legitimacy, transparency and representativity [representativeness] in its decisions. Even without solving all the problems, (such as that of the veto, for example), an expanded Council would send the Member-States a message of confidence in the capacity of the UN to adapt to new times. Brazil has made a clear option for multilateralism. The Brazilian contribution to [the] Minustah in Haiti constitutes a concrete demonstration of this commitment. It reflects our "non-indifference" towards the difficult situation a nation with which we have many affinities is experiencing/ living through. It is coherent with collective action to prevent [avoid?] threats to international peace and security. Literal translation by the Editor

Comments

1. Line 2: *Multilateralism* [in general]- is used without an article. But *the multilateralism that is emerging* – takes an article. See Chapter 6 Language Notes and Practice Exercises #1– use and omission of the definite article.

2. Lines 6 and 9: *that of* is used to refer to an uncountable noun (reform) and a countable noun (problem[s]). It is formal.

3. Line 15: *compromisso* is a false cognate, best translated by *commitment*.

4. Line 18: the examiners appear to have marked *prevent* as incorrect– perhaps because the text for

summary in the same exam refers to “*avoiding another world war*.” In my personal opinion, *prevent* is more appropriate, as it is more proactive. See also Chapter 6 Language Notes and Practice Exercises #16 – Words easily confused.

Text 2

2009 Examination (Guia de Estudos 2010)

PART B (15 marks)

Translate into English the following excerpt adapted from a special Folha de São Paulo report on Sri Lanka by Roberto Candelori published 18th May 2009:

O Sri Lanka vê-se diante de um conflito que já dura um quarto de século. Com uma população dividida entre cingaleses budistas (74%) e tâmeis de orientação hindu (18%), o antigo Ceilão tornou-se um “banho de sangue”, segundo a ONU. O país conquistou a independência dos britânicos em 1948, quando começou a implantação de políticas discriminatórias contra a minoria tâmil, que tivera lugar de destaque na administração colonial.
Sucessivos governos baixaram leis que cercearam os direitos dos tâmeis ao impor-lhes o cingalês como língua oficial e restringir-lhes o acesso à educação superior e a cargos públicos. Revoltados, os tâmeis passaram a reagir, exigindo a igualdade linguística, social e religiosa. Em 25 anos de conflito, estima-se que tenham ocorrido até 100 mil mortes, e o futuro parece não menos assustador. Mais de 250 mil tâmeis encontram-se agora sob a mira dos fuzis e

sob o silêncio da comunidade internacional. A ordem é atirar.

José Roberto Hall Brum de Barros (13,5/15)

1 5 10 15	Sri Lanka faces a conflict that has already been going on for a quarter of a century. With a population divided between Buddhist Singalis (74%) and Hindu Tamils (18%), former Ceylan has become a “blood bath”, according to the UN. The country achieved its independence from the British in 1948, when it started the implementation of discriminatory measures against the Tamil minority which had occupied key positions in the colonial administration. Successive governments passed laws that curtailed Tamils’ rights, by imposing Singali on them as an official language and denying them access to higher education and public offices. The Tamils, outraged, began to fight back, demanding linguistic, social, and religious equality. In 25 years of conflict, one hundred thousand deaths have been estimated, and the future seems no less dreadful. Over 250 thousand Tamils are now under guns’ sights and under the silence of international society. The order is to shoot.

Corrections and comments

1. Line 3: Sinhalese (ethnic group) and line 10: Sinhalese (the language).

2. Line 4: Ceylon

3. Line 15: Numbers in the thousand do not normally mix figures and words: 250,000 would be more natural

4. Line 16: preposition: **in** is the normal preposition with sights

in your sights

1. used about things that you intend to have or achieve. She’ll already have Lorna’s job in her sights.

2. used about someone that you intend to defeat or deal with severely.

They have last year’s champions in their sights.

[Macmillan English Dictionary online]

To maintain the parallelism of the original, in the guns’ sights [or: in the sights of the guns] and in the silence…

Text 3

2008 Examination (Guia de Estudos 2009)

The 2008 test was the first one to be four hours in length instead of 5 hours. It did not contain a summary, just two longer translation texts, worth 25 marks each.

Part B (25 marks)

Translate into English the following excerpt adapted from Mário Henrique Simonsen’s – Brasil 2002 (5ª ed. Rio de Janeiro: APEC, 1974, p. 11):

A ideia de prever a evolução econômica dos povos segundo modelos rígidos de determinismo histórico sempre

seduziu os cientistas sociais. O futurólogo é uma espécie de cartomante recheado de álgebra, e que procura satisfazer uma das maiores angústias da humanidade, o pré-conhecimento do futuro. Além disso, o conteúdo de suas formulações parece, pelo menos para os leigos, bem mais fundamentado cientificamente do que a simples leitura de um baralho. Fora o aspecto psicológico, há a questão estética. Os modelos que prevêem o futuro da humanidade segundo uma trajetória imutável, inabalável por hipóteses acessórias, possuem uma grandiosidade apocalíptica, inacessível àquelas construções prosaicas repletas de condicionais e condicionantes. Não surpreende, por isso, que os economistas tantas vezes se tenham aventurado no desenvolvimento desses modelos que, com o mínimo de hipóteses, apresentam o máximo de previsões.

A aplicação do determinismo histórico às ciências sociais envolve dois problemas: um filosófico, que consiste em questionar a validade da tese; outro, bem mais prático, que é o de saber se temos o direito de afirmar que descobrimos as leis desse determinismo.

Marcelo Lacerda Gameiro de Moura (23.5/25)

1 5 10 15	The idea of foreseeing the economic evolution of peoples according to rigid models of historical determinism has always seduced social scientists. The forecaster is some sort of fortune-teller filled with algebra, and who seeks to satisfy one of the greatest anguish of mankind, the prior knowledge of the future. Besides, the content of his predictions seems, at least to the laymen, scientifically much better based than the mere reading of a deck of cards. Apart from the psychological aspect, there is the issue of aesthetics. The models which foresee the future of mankind according to an unchangeable trajectory, unshakeable by accessory hypotheses, possess an apocalyptical grandiosity, not accessible to those prosaic constructs filled with conditions and variables. It comes as no surprise then that economists have time and again dared to develop these models, which with fewer hypotheses present most predictions. The use of historical determinism in social sciences encompasses two problems: a philosophical one, which consists of questioning the validity of the thesis, and another one, more practical, of knowing whether we have the right to assert that we have found the laws of this determinism.

Corrections and comments

1. Line 5: Since *anguish* is uncountable, "*one of*" is inappropriate. This could be "one of the greatest torments" or perhaps "*one of the greatest sources of anguish*" or "*kinds of anguish*".

2. Lines 14-15: There seems to be a slight misinterpretation in "*present most predictions*". A better rendering might be: *which, with a minimum of hypotheses, present the maximum number of predictions*.

Text 4

2007 Examination (Guia de Estudos 2008)

Text B (15 marks)

Translate into English the following text adapted from Wilson Martins' **A Palavra Escrita** (São Paulo: Editora Ática, 1996):

Não havia razão para que os gregos amassem e, por consequência, guardassem os seus próprios livros: Sócrates, como tantos outros, nada escreveu. Desprezando profundamente os "bárbaros", não havia igualmente razão para que amassem e, por consequência, procurassem guardar os livros estrangeiros. Assim, o povo letrado por excelência da Antiguidade, a patria das letras e das artes, não possuía bibliotecas. Para completar o paradoxo, é um povo militar e guerreiro, comerciante e prático, imediatista e político, que só admitia a palavra — escrita ou oral — como instrumento da ação, que vai, no mundo ocidental, possuir as melhores bibliotecas e, em particular, as primeiras bibliotecas públicas. Nisto, aliás, neste último traço, está gravado o caráter de um povo, voltado para a conquista do mundo e capaz de imediatamente perceber a utilidade de todas as armas: com os romanos, o livro passa da categoria sagrada para a categoria profana, deixa de ser intocável para ser condutor, e, posto ao alcance de todos, é o veículo por excelência das ideias, dos projetos e dos empreendimentos.

Janaína Monteiro de Barros Frederico (13,5/15)

   1 5 10 15	There was no reason for the Greeks to love and therefore keep their own books. Socrates, like so many others, wrote nothing. Deeply despising "barbarians", there was neither reason for them to love and therefore preserve foreign books. Thus, the most remarkably literate people of the Ancient World had no libraries. In order to render the paradox complete, the best libraries and particularly the first public libraries, in the Western World, will belong to a military and bellicose, trading and practical, immediatistic and political people, who only allowed for words – written or spoken – as instruments for action. Indeed, this last trait summarizes the character of a people driven for world conquest and capable of instantly perceiving the utility of all weapons: with the Romans, book leave the sacred sphere to enter the profane one, shed their aura of aloofness to become means, and, available to everyone, turn into the privileged vehicle of ideas, projects and entreprises.

Corrections and comments

1. Line 9: In the context of basic narration in the past, the use of "will" seems out of place. Possibly "would belong" / "were to belong" would be preferable. In English, as in Latin, there is a natural sequence of tenses –

a) Present, Present perfect + Future

b) Past Simple, Past perfect + Conditional.

It is unusual to switch from a) to b) in the middle of a text.

2. Line10: "immediatistic"- an interesting example of an attempt to form a cognate word where none exists. A paraphrase is needed, on the lines of "concerned only with immediate [or: short-term] interests".

3
. Line 18: Spelling mistake: enterprises

Text 5

2006 Examination (Guia de Estudos 2007)

Text B (15 marks)

Translate the following text adapted from an article by Mino Carta in Carta Capital (5th November **2005**) into English:

O Velho Mundo fica muito longe

Karl Marx e Alexis de Tocqueville concordavam em um ponto: a extrema pobreza não gera revolta mas apatia. Ralf Dahrendorf retoma o assunto em artigo recente.
“A faixa da população de longe mais crítica — diz ele

— é aquela que começou a progredir para novas e melhores condições, mas, lá pelas tantas, encontrou o caminho bloqueado. São estes os grupos que se mobilizam em contestações violentas e acabam por determinar grandes mudanças”. Dahrendorf pressentia, é claro, os desdobramentos da revolta da periferia parisiense, inspiradora de outras turbulências em vários cantos da Europa Ocidental. Pensei no Brasil, vice-campeão mundial em má distribuição de renda, onde 70% das famílias vivem, no máximo, com dois salários mínimos e 30% dos habitantes vegetam abaixo da linha de pobreza. Sem contar

a herança da escravidão que deixou nos lombos nativos a marca funda do chicote.

Gustavo Henrique Sachs (14,5/15)

1 5 10 15	The Old World lies very far away Karl Marx and Alexis de Tocqueville both agreed on one point: extreme poverty does not lead to uprising but rather to apathy. Ralf Dahrendorf has resumed the issue in a recent article. "The most critical segment of the population by far – says he – is the one which had begun to make progress towards new and better conditions, but, at a certain point, found the path blocked. These are the groups which rally to violent protests and end up bringing about great changes". Dahrendorf anticipated, of course, the unfolding of the rising of the Parisian outskirts, which has inspired additional turmoil in several corners of Western Europe. I thought about Brazil, vice-champion of the world in poor distribution of income, where 70% of the families live, at most, on two minimum wages and where 30% of the population vegetate below the poverty line. Not to mention the heritage of slavery which has left on the native backs the deep scar of the whip.

Comments and corrections

1. Lines 5-6: the most accurate form of punctuation would be: *"The most critical segment of the population by far", says he, "is the one which..."*

2. Line 10: "*the unfolding of the rising" of* sounds a little strange. Perhaps "*the unfolding of the rebellion [or: riots] on the Parisian outskirts*".

All in all, this is a particularly good translation.

Text 6

2005 Examination (Guia de Estudos 2006)

The 2005 examination contained a longer translation (worth 30 marks), summary and textual exercises (worth 25 marks) and composition (worth 45 marks).

1 – TRANSLATION (Total: 30 marks)

Translate the following text adapted from an article by Pedro Gómez-Valadés in **La Insignia** (13th June, 2005) into English:

Europa, sem pressa, mas sem pausa

Nunca ninguém disse que o processo de cons-trução europeia fosse fácil. Superar séculos de confrontos habitualmente resolvidos por via militar não é exata-mente o melhor alicerce para a construção. Ou talvez sim. A unidade política da Europa é um caminho sem retorno. Desenham-se muito claro os espaços geopolíticos que serão os pivôs da política mundial no século atual: os Estados Unidos; a China, onde todos os algarismos são astronômicos, com o seu disciplinado mercado de trabalho e pujante aparelho político-militar a serviço de uma expansão econômica de que só começamos a vislumbrar o começo; a Índia, país que entrou devagar pela porta dos fundos, já em todas as apostas das potências do século; e a União Europeia.

É evidente que os golpes contundentes que a Constituição europeia acaba de sofrer por parte da cidadania francesa e holandesa, obrigam a fazer uso daquela máxima que dizia: “Estamos em guerra, temos que refletir”. Claro que não se trata de um conflito bélico, mas o

tremor que há duas semanas sacode os campos da Europa bem merece uma reflexão.

O medo da eventual entrada da Turquia mobilizou, lamentavelmente, mais do que qualquer outro argumento tirado do próprio texto constitucional em debate. A xenofobia foi um dos pilares da contestação ao Tratado Constitucional europeu.

Não é fácil, lógico e evidente, assumir que um dos efeitos irreversíveis e talvez um dos mais (permitam-me a licença poética) formosos da globalização é a mestiçagem de culturas, nações e raças. A Europa, berço da civilização, não deve ser mais do que exemplo de integração. Não será fácil. Contudo, dar por morta a Constituição Europeia não deixa de ser só uma manchete de jornal. Mais nada. A sensatez obriga a abrir um tempo de reflexão de que, tenho certeza, sairão soluções. Para já, o democrático é continuar com o processo de ratificação dos diferentes estados. Interrompê-lo agora seria um precedente gravíssimo, um fato quase orwelliano. “Todos os Estados da Europa são iguais, mas uns são mais iguais do que outros”.

[Reproduced by kind permission of Pedro Gómez-Valadés]

Mônica S. F. de Sales Barth Tambelli (24,5/30)

	Europe, no hurry, but no pause
	No one ever said that the process of building Europe would be easy.
	Getting over centuries of conflicts which had been usually solved by military
	means is not exactly the best foundation for a construction. Or maybe it is.
1	The political unit of Europe is a path without return. The geopolitical areas
	which will be the center of the world politics this century are clearly
5	designed: the United States; China, where every figure is astronomic, with
	its disciplined labour market and dynamic political and military apparatus in
10	service of an economic development whose beginning we have only started
	to see; India, a country that entered slowly through the back door, and is
15	already present in every bet for this century's power; and the European
	Union.
20	It is obvious that the heavy strikes the European Constitution has just
	suffered from French and Dutch citizenship call for the use of that motto
	saying: "We are at war. We have to think." Of course it is not an armed
	conflict, but the fear that for the past two weeks has shaken the fields of
	Europe really deserve to be given some thinking.

	The fear of Turkey possibly joining in unfortunately mobilized more than
	any other argument taken from the constitutional text in debate.
	Xenophobia was one of the main bases for arguing against the European
	Constitutional Treaty.
	It is not easy nor logical or evident to recognize that one of the
25	irreversible and perhaps (allow me to use some poetry) most gorgeous
	effects of globalization is the mixture of cultures, nations and races. Europe,
30	the cradle of civilization, must not be more than an example of integration.
	It will not be easy. However, considering the European Constitution dead is
35	nothing more than mere newspaper headlines. Nothing more. In order to be
	reasonable, one must take some time off to reflect. I am sure that some
	solutions will come out. For now, it is democratic to go on with the
	ratification process of the different states. Interrupting it now would be a
	really serious precedent, an almost-Orwellian fact. "All European States are
	equal, but some are more equal than others."

Comments and corrections

1. Line 6: "*unidade*", here, should be translated as "*The political unity of Europe*", not "unit" (unless the translation is on the lines of "*Europe as a single unit is a path without return*.")

2
. Line 13: here “*power*” [*potência*] should be a countable noun. A better translation might be “*is already present in every bet* <u>*on*</u> *this century’s* <u>*great powers*</u>.” In the same line, the cognate “*maxim*” is preferable to motto.

3
. Line 15: “*heavy blows*” or a paraphrase such as “*severe setbacks*” would be preferable to “*strikes*”.

4
. Line 17: “*citizens*” or even “*citizenry*” would be more natural than citizenship in this context.

5
. Line 17: A better word choice would be “*maxim”* rather than “*motto*”.

6
. Line 21: Faulty verb agreement and use of thinking. A better translation would be “*the fear…really deserves to be given some thought*.”

7
. Line 28: A more literal translation would be: “*allow me to use poetic licence*”.

In general, this translation shows a fine balance between literal and freer styles of translation.

Text 7

2004 Examination (Guia de Estudos 2005)

The 2004 examination contained two translations into English (worth 15 marks each), summary and textual exercises (worth 25 marks) and composition (worth 45 marks).

The translations are reproduced here as Texts 7 and 8.

Tradução A:

As contradições do sistema colonial têm de comum unicamente isto: refletem a desagregação do sistema e brotam dele. Veremos brancos lutar com pretos e mulatos contra o preconceito de cor; mulatos e pretos, com os brancos, a favor dele; portugueses contra a metrópole, e brasileiros a favor.

A aparência ilógica e incongruente dos fatos não só torna difícil sua interpretação como constitui a razão da dubiedade e incerteza que apresentam todas as situações semelhantes. Dubiedade e incerteza que estão nos próprios fatos, e que nenhum artifício de explicação pode desfazer. Os fatos claros , em seu conjunto e definidos, só vêm em seguida, quando tais situações amadurecem. Inútil procurá-los antes, torcendo os acontecimentos ao gosto particular do observador. É o movimento eterno da História, do Homem e de todas as coisas que não para e não cessa, e que nós, com os pobres instrumentos de compreensão e de expressão que possuímos, não apanhamos e sobretudo não podemos reproduzir senão numa parcela ínfima, cortes

desajeitados numa realidade que não se define estática, e sim dinamicamente.

Caio Prado Junior. Formação do Brasil Contemporâneo. São Paulo: Brasiliense/ Publifolha, 2000 (com adaptações).

Diogo Rosas Gugisch (12,5 / 15)

1 5 10 15	The contradictions of the colonial system have only this point in common: they reflect the disintegration of the system and stem from it. We will see whites fighting along blacks and mulatos against racial prejudice; mulatos and blacks teaming with whites to fight for it; portuguese fighting against Portugal and Brazilians fighting for it. The apparent ilogicity and incongruity of the facts not only makes their interpretation more difficult, but it is also the reason behind the dubious and uncertain nature presented by all similar situations. Such dubious and uncertain nature belongs to the facts themselves and it cannot be undone by any explanation. The clear facts, as a whole and well-defined, come only later when such situations nature. It is useless to look for them earlier, twisting the facts in order to adjust them to the observer's whishes. It is the incessant and everlasting movement of History, of Man, of all things that we cannot grosp with the poor tools of comprehension and expression at our disposal, and above all, that we cannot reproduce but in a small particle; awkward grospings of a reality that cannot be defined statically, but only dinamically.

Notes and comments

This text shows a very good level of translation, with a few errors of spelling and capitalisation which would be picked up by a computer spellchecker in a real-life situation.

1. Lines 3-4: Preposition missing + spelling mistake- this should read "along with blacks and mulattoes" or "alongside blacks and mulattoes".

2
. Line 5: Capital letter required for all nouns and adjectives of nationality-Portuguese.

3
. Line 7 : Word form: “illogicality”.

4
. Line 10: Article missing- in this sense of the word, nature is a countable noun, and the correct form would be “Such a dubious and uncertain nature…”. [countable/uncountable] a basic quality or feature of something

nature of:
It’s the nature of plastic to melt under high temperatures. They must understand the nature of our opposition to nuclear testing. [Macmillan Dictionary online]

5
. Lines 15, 17, 19 and 20: all the mistakes are spelling problems [possibly made when the text was transcribed from handwriting]. Correct forms: wishes, grasp, graspings, dynamically.

Text 8

2004 Examination (Guia de Estudos 2005)

Tradução B

Translate the following passage from **João Guimarães Rosa's "O Espelho"** into English:

O senhor, que estuda, suponho nem tenha ideia do que seja na verdade — um espelho? Demais das noções de física, com que se familiarizou, as leis da ótica. Reporto-me ao transcendente. Tudo, aliás, é a ponta de um mistério. Inclusive, os fatos. Ou a ausência deles. Dúvida? Quando nada acontece, há um milagre que não estamos vendo.

Fixemo-nos no concreto. O espelho, são muitos, captando-lhe as feições; todos refletem-lhe o rosto, e o senhor crê-se com aspecto próprio e praticamente imudado, do qual lhe dão imagem fiel. Mas — que espelho? Há-os "bons" e "maus", os que favorecem e os que detraem; e os que são apenas honestos, pois não. E onde situar o nível dessa honestidade? Como é que o senhor, eu, os restantes próximos, somos, no visível? O senhor dirá: as fotografias o comprovam. Respondo: que, além de prevalecerem para as lentes das máquinas objeções análogas, seus resultados apoiam antes que desmentem a minha tese, tanto revelam superporem-se aos dados iconográficos os índices do mistério. Ainda que tirados de imediato um após outro, os retratos sempre serão entre si muito diferentes. Se nunca atentou nisso, é porque vivemos, de modo incorrigível, distraídos das coisas mais importantes.

Primeiras Estórias, 12.ª ed. Rio de Janeiro: José Olympio, 1981 (com adaptações).

Maria Auxiliadora Pinho de Carvalho (13,5 / 15)

1 5 10 15 20	You sir, who study, I suppose you have no idea of what in reality a mirror is? Beyond the notions of physics with which you are familiar, beyond the laws of optics. I refer, to transcendence. Everything is, by the way, the tip of a mistery, including facts, or the lack there of. Do you doubt that? When nothing happens, there happens a miracle which we do not see. Let us not deviate from the concrete thing. There are many mirrors capturing your features; all reflect your face and you, sir, think of yourself as having your own and apparently immutable appearance. But which mirror? There are the good ones and the bad ones, the ones that favor and the ones that detract; and the ones that are plainly honest, as well. And where are we to establish the degree of that honesty? How are you, I and everyone else externally? You would say that the photographs attest to it. I answer that besides the fact that similar objections hold for the camera lenses, their results confirm rather than negate my thesis, so much so that the signs of the mistery overlap with their iconographic data. Even when they are taken one after another, the pictures will always be different from one another. If you have never noticed that, it is because we live, hopelessly unaware of the truly important things.

Comments and corrections

In my opinion, this candidate has risen to the challenge and produced an excellent rendering of an extremely difficult text. She has shown a real feeling for the meaning of the original. Minor corrections:

1. Line 4: spelling – “*mystery*”
2. Line 5: “*thereof*” is normally a single word.

It is worth noting that since English ceased to be one of the eliminatory examinations at Phase 2 of the CACD exams, English translations have tended to be more practical and less literary.

Text 9

2003 Examination (Guia de Estudos 2004)

The 2004 examination contained two translations into English (worth 10 marks and 20 marks), summary (worth 20 marks) and composition (worth 50 marks).

The translations are reproduced here as Texts 9 and 10.

Translation A (10 marks)

Translate the following passage into English:

Depois da Síria, agora o Irã é a bola da vez. Em comunicado endossado pelos EUA e outros países, a Agência Internacional de Energia Atômica (AIEA) declarou que Teerã falhou ao deixar de cumprir as obrigações de salvaguarda nuclear e que o programa nuclear iraniano é “preocupante”. Washington acusa o governo iraniano de construir uma usina para o enriquecimento de urânio. Enfático, Bush afirmou que os EUA não vão tolerar armas nucleares em território iraniano. “A comunidade internacional deve se unir para sinalizar claramente ao Irã que não toleramos o desenvolvimento de armas nucleares no País. O Irã torna-se perigoso caso venha a fabricar um dispositivo nuclear”, disse. Washington pressiona Teerã para que aceite incondicionalmente as inspeções da ONU. O presidente iraniano, Mohammed Khatami, negou a fabricação de bombas atômicas. “Não acreditamos que armas atômicas tragam segurança à nação”, afirmou Khatami. Para o analista Mario Sznajder, da Universidade de Jerusalém, a razão da pressão é o petróleo na Península Arábica. “Se algum estado do Golfo Pérsico ameaçar usar

armas nucleares, isso preju-dica a extração de petróleo e destroça a economia mundial, porque 60% da produção no mundo vem da região”, disse à revista IstoÉ.

Adaptado de IstoÉ, 25 de junho de 2003.

Abrahão André de Araújo (7,5/10)

1 5 10 15 20	After Syria, it is now Iran’s turn. In a communication endorsed by the USA and other countries, the International Atomic Energy Agency (IAEA) stated that Tehran failed to comply with the nuclear safeguards and that Iran’s nuclear program is “worrysome”. Washington accuses the Iranian government of building a plant for uranium enrichment. President Bush has emphatically affirmed that the USA is not going to allow nuclear weapons in Iranian territory. “The international community should come together to clearly let Iran know that we are not going to allow the development of nuclear weapons in that country. Iran becomes dangerous if it builds a nuclear artifact,” he said. Washington presses Teheran to accept the UN’s inspections inconditionally. Iranian President, Mohammed Khatami, has denied the building of atomic bombs. “We do not believes that atomic weapons bring security to the nation,” said Khatami. According, to Mario Sznajder, an analyst from the University of Jerusalem, the reason for the pressure is the oil in the Arabian Peninsula. “If any Gulf state threatens to use nuclear weapons, that jeopardizes the oil extraction and destroys the world economy, because 60 percent of the world production comes from the region,” he told IstoÉ magazine.

Comments and corrections

1. Line 4: Spelling mistake [“worrisome”] – and perhaps the choice of word could be criticized. “Iran’s nuclear program is causing concern.” might sound more appropriate.

2. Line 11: Word choice: “a nuclear device” is more natural.

3
. Line 11: Verb tense: “is pressing” or “has been pressing” would be preferable.

4
. Line 12: Wrong prefix: “unconditionally” is the correct form.

5
. Line 19: The article could be eliminated: “60 percent of world production” [or: “the world’s production”].

Text 10

2003 Examination (Guia de Estudos 2004)

Translation B (20 marks)

In 1938, Graciliano Ramos served on a panel of judges in a literary contest that passedup Guimarães Rosa’s Sagarana to select Luís Jardim’s Maria Perigosa. The excerpt below is adapted from Ramos’ “Conversa de Bastidores,” which was included as a preface to the seventh edition of Sagarana.

Translate this excerpt into English:

Pois nesse júri cinco indivíduos, murchos com o golpe de 10 de novembro, indispostos ao elogio, enfastiados, decidiram ler mais de cinquenta volumes. Podem imaginar como a tarefa se realiza. A gente folheia o troço, bocejando, fazendo caretas, admite emfim que a leitura é desnecessária; solta-o, pega um papel, rabisca um zero, às

vezes qualquer reflexão enérgica. E passa adiante. Alguma coisa razoável é posta do lado e mais tarde se examina. Aborrecendo-me assim, abri um cartapácio de quinhentas páginas grandes: uma dúzia de contos enormes, assinados por certo Viator. Em tais casos, rogamos a Deus que o original não preste e nos poupe o dever de ir ao fim. Não se deu isso: aquele era trabalho sério em demasia. Certamente de um médico mineiro e lembrava a origem: montanhoso, subia muito, descia – e os pontos elevados eram magníficos, os vales me desapontavam.

No dia do julgamento, ficamos horas hesitando entre esse volume desigual e outro: Maria Perigosa, que não se elevava nem caía muito. Optei pelo segundo.

Viator desapareceu sem deixar vestígio. Desgostei--me: eu desejava sinceramente vê-lo crescer, talvez convencer-me de meu engano ao preteri-lo. Em fim de 1944, Idelfonso Falcão apresentou-me J. Guimarães Rosa, secretário de embaixada, recém-chegado da Europa.

– O senhor figurou num júri que julgou um livro meu em 1938.

– Como era o seu pseudônimo?

– Viator.

– Sabe que votei contra o seu livro?

– Sei, respondeu-me sem nenhum ressentimento.

Marcus Vinicius da Costa Ramalho (18,5/20)

1 5 10 15 20 25 30	So it happened that in this panel five individuals desolated by the 10th of November coup, devoid of any propensity to praising, weary, decided to read more than fifty volumes. You can imagine how the task is carried out. We peruse the thing, bored, making faces, admitting at last that reading is unnecessary; we drop it, take a piece of paper, scribble a zero, sometimes any kind of strong-worded comment. And move on. Something that seems reasonable is left aside to be examined later. Worsening my mood in this way, I opened a big heavy block with five hundred large pages: a dozen lengthy tales, signed by a certain Viator. In such cases, we beg God that the original be not worth a dime and spare us from the obligation of going to the end. It didn't turn out that way: that was too serious a work. The author was certainly a "mineiro" doctor and the book resembled his origins: a landscape of mountains, it would climb a lot and then come down – and the peaks were magnificent, while the valleys disappointed me. On the day of the judgement, we spent hours hesitating between this uneven volume and another: "Maria Perigosa", that neither rose nor fell much. I chose the second one. Viator disappeared without leaving a trace. That upset me: I sincerely wished to see him grow, maybe to convince myself of my mistake in not choosing him. At the end of 1944, Ildefonso Falcão introduced me to J. Guimarães Rosa, an embassy secretary who had just arrived from Europe. "You took part in a panel that judged a book of mine in 1938." "What was your alias?" "Viator." "Do you know that I voted against your book?" "Yes, I do," he replied without any sign of resentment.

Comments and corrections

1. Line 1: The correct preposition – *on a panel*- occurs in the introductory heading. (Where there is a heading in English, full use should be made of it.)

2. Lines 12-13: Better: "...we pray to God that the original will not be worth...and will spare us..."

In this case, as in Text 8, the candidate has risen impressively to a considerable challenge. Other minor corrections or changes might be made, but in general this translation deserves high praise.

FALSE COGNATES (EXERCISE)

Some common false cognates

The words in the table are complete or partial false cognates. The words in Portuguese on the left do not correspond – or do not always correspond – to the words in English on the right. **Find correct translations**.

Portuguese	English	English	Portuguese
atual		actual	
aviso		advice	
assistir		assist	
atender		attend	
bravo		brave	
cargo		cargo	
compreensivo		comprehensive	
compromisso		compromise (n)	
comprometer-se		to compromise (v)	
conferência		conference	
conferir		confer	
delito		delight	
desgraça		disgrace	
discutir		discuss	
enjoar		enjoy	
estrangeiro		stranger	

| Portuguese | English | English | Portuguese |

eventual		eventual	
explorar		exploit	
êxito		exit	
esquisito		exquisite	
gentil		gentle	
impedir		impede	
indústria		industry	
largo		large	
largamente		largely	
leitura		lecture	
livraria		library	
luxuria		luxury	
moroso		morose	
magazine		magazine	
notícias		notices	
notório		notorious	
parentes		parents	
particular		particular	
pretender		pretend	
puxar		push	
retirar		retire	
reunião		reunion	
sensível		sensible	
simpático		sympathetic	
ultimamente		ultimately	
valor(es)		value(s)	

Chapter 5
Summary Writing

GENERAL ADVICE

Guia de Estudos 2010

Resumo – Summary (15 pontos)

Capacidade de síntese e de reelaboração em Inglês correto.

O candidato deve apresentar capacidade de reelaborar, de forma concisa e coerente, o texto proposto. São critérios de avaliação a objetividade, a precisão, a clareza e a concisão do texto, além naturalmente da correção e propriedade no uso da língua inglesa.

Guia de estudos 2004 [English version of this information]

The examiners assess ability to work with transformation and adaptation of texts in the

English language. Aspects observed in this section of the exam include ability to summarise the content of a given text and to think logically, command of grammar, vocabulary, usage, register and appropriacy.

Editor's general advice on summary writing

Being able to summarise quickly and accurately will be really useful in your future career as a diplomat. It is well worth practising, as a life skill as well as merely an examination skill.

You are aiming to show the examiners that you

- have understood the text
- can distinguish the main points
- can reproduce them coherently and concisely.

How to produce a good summary

These eight steps are recommended:

1. Read the text and the instructions carefully.
2. Make sure you have understood the text.

3. Think carefully about the overall purpose of the text, its structure and the main points.

4. Make brief notes on the content. This step is very important, because writing the summary from your notes will help you to use your own words.

5. Reorganise your notes as a plan- to present the information as clearly as possible.

6. Keep your language concise, direct and straightforward. This is not the place to show off your vast command of vocabulary or to introduce new metaphors or figurative uses of language. These can be shown in the composition section.

7. Count the words- shorten [or lengthen] your summary as necessary.

8. Check your English carefully.

Time: Since time is a key issue in the 4-hour CACD Phase 3 English test, learn to follow these steps quickly. Some candidates may find that it is helpful to do steps 1 and 2 at the beginning of the test, before tackling other exercises such as translation into English or composition. If the test exercises are linked to the same topic, the text for summary

is likely to be an important source of ideas and vocabulary. Reading this text at an early stage will also help you to start thinking and working in English.

Read the instructions: The length of texts set has varied over the years, but the summary has normally been 200 words. All the same, you should always read the instructions carefully, to make sure nothing has changed.

Length: Observing the word-length is very important. The instructions for 2010 say “Write a summary in your own words not over 200 words in length of the following excerpt”. **Do not** write 220 or even 201 words. Adjust your text as necessary. Similarly, a text of 100 word is probably too short.

Paragraphing: Group the ideas. For a 200-word text, 3-4 paragraphs should be plenty.

In some previous years (up to 2007) **TEXTUAL EXERCISES** were also set, based on the text used for summary writing. These have also been printed for extra English practice.

MODEL TEXTS

Text 1

2010 Summary

(Total 15 marks)

Write a summary in your own words **not over 200 words** in length of the following excerpt adapted from Gwynne Dyer's **Future Tense:** the coming world order? (Toronto: Random House, 2004).

The United Nations as constituted in 1945 was a profoundly cynical organization; more explicitly so even than the League of Nations. It accepted without demur that its member states enjoyed absolute sovereignty and would never be forced to submit to intervention in their internal affairs (with the sole and uncertain exception that acts of genocide might trigger international intervention). The UN Charter made no moral or practical distinction between the most law-abiding democracies and the most repressive dictatorships. How could it, when more than half its members were dictatorships themselves? The UN was not about love, or justice, or freedom, although words of that sort are sprinkled freely through the preamble to the UN Charter; it was about avoiding another world war.

The problem that the surviving governments faced in 1945 was this: the existing international system is bankrupt in an era of weapons of mass destruction. The world cannot afford to allow countries armed with nuclear weapons to go to war with each other. It can certainly never again go through one of those generalized great-power melees that in the past were the main way of adjusting the international system to accommodate the changing balance between the great powers. If we fight that kind of war just once more, the

whole northern hemisphere will fry. We therefore have to change the system. In fact, we have to outlaw war.

Because ‘outlaw war’ sounds like a naive slogan on a protester’s banner, people fail to grasp how radical a change it was for the great powers of the world to sign up to such a rule in 1945. Since the first city-states of Mesopotamia five thousand years ago, war had been a legitimate tool of statecraft, with no long-lasting opprobrium attached to waging ‘aggressive war’ so long as you were successful. Empires rose and fell, the militarily competent prospered. Now, all of a sudden, it’s over.

Since 1945, according to the UN Charter, it has been illegal to wage war against another country except in two tightly defined circumstances. One is that you have just been attacked, and are fighting back pending the arrival of international help. The other exception arises when the Security Council authorizes various member states to use military force on its behalf to roll back an aggression, or to enforce its decisions on a strictly limited number of other questions.

And that’s it. Apart from these exceptions, international war – that is, war waged by a sovereign government across an international border – is illegal. It is illegal to attack a country because it is sitting on territory that previously belonged to your country. It is even illegal to attack a country because it is ruled by a wicked dictator who oppresses his own people. The rules had to be written like that because to allow exceptions on these counts would have left loopholes big enough to drive a tank through.

Making war illegal does not mean that all wars have stopped, any more than making murder illegal has stopped all killings, but it has transformed the context in which wars take place. The United Nations does not always act to roll back a successful aggression, because that requires getting past the vetoes wielded by all five permanent members of the Security Council and then finding member states willing to put their troops at risk on the ground, but it almost never recognizes border changes accomplished by war.

There is also, however, much that the United Nations cannot do. First and foremost, it cannot act against a perceived interest of any of the great powers, for in order to get them all to sign up it had to offer them a special deal: vetoes that allow the United States, Russia, Britain, France and China to block any UN action they don’t like. It’s neither fair nor pretty, but how else were the founders of the UN going to get the great powers to sign up – and what use would the organization be if some of them were outside it? Likewise, the United Nations cannot intervene in a sovereign state – or at least it could not until recently – even to stop the most horrendous violations of human rights.

Despite such limitations, the UN is a central and indispensable part of the modern world. It is the institution through which a politically conscious global society first came into existence, and its specialized organs are still the arena in which most of the world’s large-scale deals are made on matters ranging from telecommunications frequencies and trade to public health and the environment. It is the organizer and command centre for many of the peacekeeping missions that hold old enemies apart and try

to minimize the level of violence in failed states, and the source of legal authority for many peacekeeping missions it does not directly control. Most important by far, it is the repository of the new international law which bans the use of aggressive military force, even by the great powers.

It is not generally realised how important this law is because it has so often been broken, especially by the really big powers. Nonetheless, most of the wars that have not involved veto-wielding superpowers have tended not to last very long before international diplomatic intervention puts a halt to them. The Security Council busies itself with appeals for a cease-fire and offers of peace-keeping troops. This has made it hard for those involved to go on fighting. So wars have rarely ended in decisive victories, and territory has almost never changed hands in a legal and permanent way. These very significant constraints may also explain why nuclear weapons have not been used in war for the past 59 years.

Of course, these same constraints can feel very burdensome if you happen to be the greatest power in the world, with overwhelming superiority in both nuclear and conventional weapons. You might even wind up filled with frustration and fury because all these Lilliput nations are trying to use the rules of the United Nations to tie you down like Gulliver.

The best measure of any institution’s real importance is how much its enemies hate it. US neo-cons, for instance, hate the UN a lot. They portray it one moment as an irrelevant excrescence and the next as an arrogant,

uncaring organization of great power. The United Nations, though, was not created to fight evil wherever it appears. It was designed primarily to stop the kind of straightforward cross-border aggression that had triggered both the First and the Second World Wars, but must not be allowed to cause a Third. So, since the veto-wielding permanent members of the Security Council stand to lose everything themselves in another world war, they have generally been able to act in a surprisingly coordinated and decisive manner at the UN when events elsewhere threatened to drag them into such a conflict. [1,146 words]

Available at:

<http://www.gwynnedyer.com/chapters/futuretense5.htm>.

Retrieved on 24/03/2010

[Reproduced by kind permission of Professor Gwynne Dwyer]

The 2010 Phase 3 summary exercise was meticulously corrected for content, and it was clear the examiners were looking for seven main points. The Editor would like to thank the examiners for providing the notes below.

1. The reason for creating the UN – to avoid a possible nuclear war.

2
. The radical change in the conduct of international relations and settling of disputes; war no longer an option.

3
. The exceptions to the prohibition of war – self-defence and with authorization from the UN.

4
. Limits to action – the veto as necessary to induce powers to join UN.

5
. Other activities of the UN – specialized agencies and repository of international law.

6
. The importance of the UN – reduction of wars and of taking over territories.

7
. Veto system has encouraged great powers to act in a coordinated way to solve international disputes.

Tentative summary by the Editor, based on the notes provided by the examiners.

Despite the rhetoric of peace and love, the real purpose of the UN in 1945 was to avoid world war in the nuclear era. The change is radical: throughout history, disputes had always been settled by wars. Since World War II, the UN has been the repository of this new law that prohibits warfare,

with two exceptions. One is self-defence while awaiting international support, the other collective action by the UN.

The UN has not abolished war altogether, and its action faces limitations. It cannot intervene in sove-reign states, or against cruel dictators, nor prevent territorial aggression-exceptions to the law, when drafted, were simply too difficult. Yet most illegal occupations remain unrecognized and war is no longer a legitimate tool of statecraft. Furthermore, the veto system, which was the only way to induce the major powers of 1945 to join the system, has not proved entirely negative, since it has sometimes enabled the permanent members of the UNSC to coordinate their action.

The UN is, thus, central to the international system through its ban on war, its peace-keeping operations and its specialized agencies, and the main purpose of avoiding further world wars has been fulfilled. [196 words]

2009 The text is not reproduced for copyright reasons.

The 2008 exam did not contain a summary exercise.

Text 2

2007 Examination (Guia de Estudos 2008)

2 – SUMMARY & TEXTUAL EXERCISES (Total: 25 marks)

A. Read the following text from **Empires with Expiration Dates** by Niall Ferguson in FOREIGN POLICY, nr. 156 (Sept./Oct. 2006), and complete the exercises at the end. (10 marks)

B. Summarize the text, in your own words, in up to 200 words. (15 marks)

Empires, more than nation-states, are the principal actors on the stage of world history. Much of history consists of the deeds of the few score empires that once ruled alien peoples across large tracts of the globe. Yet the lifespan of empires has tended to decline. Compared with their predecessors, the empires of the last century were singularly shortlived. Reduced imperial life expectancy has profound implications for our own time.

Officially, there are no empires now, only 190-plus nation-states. Yet the ghosts of empires past continue to stalk the Earth. Regional conflicts are easily — nay, often glibly —explained in terms of imperial sins of yore: an arbitrary border here, a strategy of divide-and rue there.

Moreover, many of today's most important states are still recognizably the progeny of empires. Imperial inheritance is apparent from the Russian Federation to Great Britain, Italy and Germany. India is the heir of the Mughal Empire and the British Raj, China the direct descendant of the Middle Kingdom. In the Americas, the imperial legacy is patent from Canada to Argentina.

Today’s world, in short, is as much one of ex-empires and former colonies as it is of nation-states. Even institutions designed to reorder the world after 1945 have a distinctly imperial bent. For what __________ are the five permanent members of the U.N. Security Council if not a cozy __________ of empires past? And what, pray, is “humanitarian intervention” if not a more politically correct-sounding version of the western empires’ old “civilizing mission”?

Empires’ life cycles and geographic reach are remarkably irregular. Whereas the average Roman empire lasted over 800 years, equivalents elsewhere before the modern age survived no more than half that time.

The empires forged in the 20th century, by contrast, were comparatively short. Why did they prove so ephemeral? The answer lies partly in the unprecedented degrees of centralized power, economic control, and social homogeneity to which the Communists in Russia and China, the Fascists in Germany and Italy and the expansionist Japanese aspired. They were not content with the haphazard administrative arrangements that had characterized the old empires. Though they inherited from the 19th century nation-builders an insatiable appetite for uniformity, these new “empire states” repudiated religious and legal constraints on the use of force. They relished sweeping away old political institutions and existing social structures. Above all, they made a virtue of ruthlessness.

The empire states of the mid-20th century were to a considerable extent the architects of their own demise. In

particular, the Germans and Japaneses imposed their authority on other peoples with such unbridled ferocity that they undermined local collaboration thus laying the foundations for indigenous resistance. At the same time, their territorial ambitions were so boundless that they
swiftly conjured into being an unassailable coalition of imperial rivals in the form of the British Empire, the Soviet Union, and the United States.

Empires do not survive for long if they cannot establish and sustain local consent and if they allow more powerful coalitions of rival empires to unite against them. The crucial question is whether or not today's global powers behave differently from their imperial forebears.

Publicly, the leaders of the American and Chinese republics deny entertaining imperial designs. Both states are the product of revolutions and have entrenched anti-imperialist traditions. Yet the mask does slip on occasions. In 2004 a senior presidential advisor confided to a journalist: "We're an empire now and when we act, we create our own reality." Similar thoughts may cross the minds of China's leaders. In any case, it is perfectly possible for a republic to behave like an empire in practice, while remaining in denial about its loss of republican virtue.

A historical pattern of U.S. imperial intervention underpins the widespread assumption that the U.S. military presence in Afghanistan and Iraq will not long outlast President Bush's term in office. Empire — especially unstated empire — is ephemeral in a way that sets our own age quite apart. In the American case, however, the real

snag is not the alienation of conquered peoples or threats posed by rival empires (the prime solvents of other 20th century empires) but domestic constraints. These take three distinct forms.

The first can be classified as a troop deficit. The United States prefers to maintain a relatively small proportion of its population in the armed forces, at 0.5 percent. Moreover, only a small and highly trained part of this military is available for combat duties overseas. Members of this elite are not to be readily sacrificed. Nor are they easy to replace.

The second constraint on America's tacit empire is the burgeoning budget deficit. The costs of the war in Iraq have substantially exceeded the administration's forecast: $290 billion since the invasion in 2003.

Finally, there is the attention deficit. Past empires were not sorely taxed to sustain public support for protracted conflicts. The American public, by contrast, tires quickly. It has taken less than 18 months for a majority of American voters to start viewing the invasion of Iraq as a mistake.

An empire will thrive and endure so long as the benefits of exerting power over foreign peoples outstrip the costs of doing so in the eyes of the imperialists; and so long as the benefits of knuckling under a foreign yoke exceed the costs of resistance in the eyes of the subjects. Such calculations implicitly take stock of the potential costs of relinquishing power to a rival empire.

For the time being, the costs of empire building look too high to most Americans while the benefits seem at best

nebulous. Moreover, a rival equipped or willing to do the job is clearly wanting. With its republican institutions battered but still intact, the United States hardly passes muster as a latter-day Rome.

All that may change, however. In a world where nat-ural resources are destined to become scarcer, the old mainsprings of imperial rivalry resist. Empire today is both unsta-
ted and unsung. History suggests, though, that the calculus of power could well swing back in its favor tomorrow.

TEXTUAL EXERCISES

(Total: 10 marks, 2 per correct answer)

a) Fill in each of the two gaps in paragraph four of the text above with an appropriate word or phrase:

“For what ______ are the five permanent members of the U.N. Security Council if not a cozy __________ of empires past?”

b) Choose the most appropriate substitute in context for the words underlined in paragraph twelve:

I. **taxed**: “Past empires were not sorely **taxed** to sustain public support for protracted conflicts.”

1) drained

2) compelled

3) levied

4) hurt

5) pressed

II. **protracted**: “Past empires were not sorely taxed to sustain public support for **protracted** conflicts.”

1) dreadful

2) damaging

3) drawn out

4) costly

5) withering

c) Re-write the following sentence from the antepenultimate paragraph of the text starting as indicated below:

“An empire will thrive and endure so long as the benefits of exerting power over foreign peoples outstrip the costs of doing so in the eyes of the imperialists.”

Only when the benefits ______________________

Model summary

Glauber David Vivas (15/15)

Despite the historical importance of empires, modern history has seen a marked decline in their lifespan. Today, nearly 200 nation-states exist and, officially, there are no empires.

Notwithstanding, the impact of empires on the modern world is pervasive. Many countries are the result of imperial actions of the past, as are many of today's conflicts. Even international organizations appear to be influenced by the offspring of empires.

The short-lived empires of the 20th Century were greatly responsible for their own downfall: their ruthlessness bred resistance and their expansionism contributed to the creation of opposing coalitions. Empires cannot overcome lack of local consent and powerful opponents.

The leaders of today's powers, such as China and America, deny having imperial intentions, thus the question of whether they behave differently when compared to their predecessors gains importance. In the American case, among several factors, one appears to make a significant difference: the lack of popular support for long wars.

Empires exist only while imperialists and their subjects believe there is a benefit. The American people's lack of support for long conflicts seems to prevent imperial designs. Notwithstanding, the increasing scarcity of resources could change that picture, and empires could stage a comeback. (199 words)

Editor's comments

1. While the examiners do not expect the summary to be written in a single paragraph, five paragraphs for a text of 199 words in length seems a little excessive. For most topics, three paragraphs should be enough. These might be an introductory paragraph presenting the topic and the author's approach to it; a body
of the summary with the main ideas and possibly a concluding paragraph for coherence and elegance.

2. This summary, however, covers the main points very efficiently, in accurate and concise English.

Key to textual exercises:

a) (missing words) truly gathering

b) (choice of substitute word) I.5) pressed II.3) drawn out

c) (re-write) Only when the benefits of the exercise of power over alien civilizations outweigh their price in the eyes of the conquerors, will an empire grow or survive.

Text 3

2006 Examination (Guia de Estudos 2007)

2 - SUMMARY & TEXTUAL EXERCISES (Total: 25 marks)

A. Read the following text, adapted from “Radical Islam, Liberal Islam” by M. A. Muqtedar Khan (CURRENT HISTORY, Vol. 102, n. 688, December 2003), and complete the exercises at the end. (**10 marks**)

B. Summarise the text, **in your own words**, in up to 200 words. (**15 marks**)

American foreign policy currently faces a critical menace from the Muslim World in the guise of burgeoning, embedded anti-Americanism in the Muslim World. That has already bred a catastrophic attack on America, two wars, and a significant compromise of American democracy. It is therefore of utmost importance that anti-Americanism in the Muslim world be addressed, extenuated and even reversed.

The root of Muslim anti-Americanism is twofold: the manifestly unjust consequences of American foreign policies; and the casting of America as the “designated other” in Islamist discourse. Islamist discourse has concocted the idea of an Islamic civilization diametrically opposed to a caricaturized West. Islamists define the West as imperial, morally decadent, ungodly (secular). Western power and values are vilified as the source of all Muslim grievances. They proceed to envisage a reinvigorated Islamic civilization depicted as just, moral and god-centered. Thus, the routing of the West and the rebuffing of Western values are sine qua non conditions for the revival of Islam.

Independence from the West has ever been the overriding goal of political Islam. Failure to achieve that goal, compounded by real and perceived injustices committed by America and its allies, has grafted vitriolic hatred of America in the hearts of radical Islamists. They and their hate mongering are perverting the moral fabric of the Muslim World and subverting Islam’s message of justice, mercy, submission, compassion and enlightenment.

It is my contention that the best antidote to radical Islam is liberal Islam, which is sympathetic to liberal values. Islam is essentially a set of revealed values designed to help prod humanity along the path to enlightenment and virtue. Many such values were nurtured in the heyday of liberal Islam in Islamic Spain, under Emperor Akber in Mughal India and under the Abbasid caliphate in the heartlands of Islam. The atmosphere of religious tolerance under their rule was comparable to the best of times in America. Educational and scientific fervor was at its peak and pluralism was widely practiced. Indeed, Islam was a byword for learning and culture.

“Moderate” is commonly taken to mean lukewarm. This is misleading and demeaning. Moderate Muslims can be best understood as having achieved a negotiated peace with modernity. They treat it as the existential condition of our time while submitting to the message of Islam. By grasping the distinction between historical Islam and Islamic principles, they are able to bridge the gap between text and context through rational interpretation.

Moderate Muslims, who favor peace without being pacifists, are critical of American foreign policy for the Muslim World. They too denounce the prejudiced view of Islam in the West. Muslim moderates refuse, though, to blame the West or modernity for all the afflictions besetting the Muslim World.

Islamists, both moderate and radical, use an imaginary, caricaturized version of the West as a foil for Islamic identity. Islam is the reverse of the West: it is moral, it is just, it is righteous and it is not secular. This image of the West in the minds of many Islamists is partly the consequence of a radical reading of Syed Qutb's diatribes against secularism and modernity in Nasserite Egypt.

Islamists, however, are not alone in their misrepresentation of Syed Qutb. In a recent article in the New York Times Paul Berman argued that it was Qutb's philosophy and understanding of Islam that provided the ideological underpinning for Al Qaeda and its affiliates. The revulsion of liberalism and the desire to preserve Islam from the cultural impact of modern secularism combined with a desire to become martyrs in the cause of Islam, Berman argues, are the cornerstones of Qutb's ideology. He also insists that while Qutb is indeed critical of the US, its perfidious foreign policy and its support for Israel, he does not really focus on it. Qutb, according to Berman, and in my opinion correctly, is more concerned with ideas, values and norms that shape society than with geopolitical conflicts.

Berman also holds that it is not American foreign policy but the challenge of liberalism, particularly its morality that

vexes Qutb. By implication, the US ____________ change its foreign policy but those motivated by aversion for liberalism will continue to seek the downfall of the West as long as its culture continues to influence the world, the Muslim World in particular. Berman's reading not ____________ absolves US foreign policy from being a major cause of incitement ___________ rebellion and resistance among Islamic militants, but also suggests that this is indeed a clash of civilizations — Islam versus liberalism.

While advancing the notion that there can be alternative readings of Muslim ideologues, I am also arguing that discourse is what we make of it. Ideas have an impact on reality, but reality in turn affects the formation of ideas and how ideas are apprehended. Some Muslims read Qutb and are motivated to use violence against their regimes and the West, whom they perceive as tyrannical. Others read him as an advocate of freedom, social justice and responsible governance.

The different readings of Syed Qutb underscore the diversity within Islam and among Muslims. Profiles of Islam and Muslims cannot be painted with broad brushes. Quick, single variable explanations as to why Muslims are angry at the US will not suffice. Muslim realities, like Muslim thinking, are complex, diverse and challenging. As policy makers in Washington rethink the Muslim World, they would do well to remember that ethnocentric interpretations and sweeping judgments will only heighten misunderstanding and lead to bad policy. Bad things ensue from bad policy.

A liberal reading of Qutb reveals him as a philosopher of freedom and justice, not a philosopher of terror. Similarly, a sympathetic view of the Muslim World will reveal a thirst for freedom and justice, not a penchant for violence or hate. American policy makers do recognize the significance and potential of liberal Islam and the strategic value of supporting moderate Muslims. However, they have so far shown interest only in using moderates to lend legitimacy to certain US policies in the Muslim World. They have not taken on board moderate Muslim input in shaping post-September 11 policies nor have they sought their assistance in moderating the government's rhetoric and messages to the Muslim World. But then the current US administration has proven to be secretive, closed, and insular, excluding even moderate conservatives from policy making. It would be pie in the sky to expect this administration to include diverse opinion. The potential of moderate Muslims thus remains untapped.

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A. TEXTUAL EXERCISES

(TOTAL: 10 marks, 2 marks per correct answer)

a) Fill in the **three** gaps in the text above with an appropriate word or phrase.

"Berman also holds that it is not American foreign policy but the challenge of liberalism, particularly its morality that vexes Qutb. By implication, the US _________ change its

foreign policy but those motivated by aversion for liberalism will continue to seek the downfall of the West as long as its culture continues to influence the world, the Muslim World in particular. Berman's reading not _______ absolves US foreign policy from being a major cause of incitement ________ rebellion and resistance among Islamic militants, but also suggests that this is indeed a clash of civilizations — Islam versus liberalism."

b) Choose the **most appropriate** substitute in context for the words underlined:

I. grafted: "Failure to achieve that goal, compounded by real and perceived injustices committed by America and its allies, has grafted vitriolic hatred of America in the hearts of radical Islamists."

1) etched

2) transplanted

3) inserted

4) corrupted

5) instilled

II. lukewarm: "Moderate is commonly taken to mean lukewarm."

1) aloof

2) half-hearted

3) frail

4) neutral

5) gutless

B- Model summary

João Augusto Costa Vargas (15/15)

Anti-Americanism in the Islamic world poses a significant challenge to American foreign policy, which must be faced. This anti-Americanism has two sources: the foreign policy of the United States and the use of America as a discursive “Other” by Muslims, who see the West as the negation of all that Islam holds sacred. Islam’s continued dependence on the Western world it despises has led to hatred of America, epitomized by Muslim terrorists.

Liberal Islam is the best possible response to radical Islam. This moderate tradition of thought, which reconciles the Koran with modernity, is not uncritical of the United States and its policies, but neither does it demonize the West.

Both Muslim radicals and Western commentators have identified the writings of Syed Qtub as the genesis of Islamic anti-Americanism, especially in light of his critique of the effects of liberalism on Muslim society. Qtub’s works can, however, be read in a more tolerant light, emphasizing justice and tolerance.

Like Qtub’s legacy, Islam as a whole is multifaceted and diverse, and must be seen as such by Western policymakers, if these wish to craft adequate policies towards the Muslim world. (189 words)

Editor’s comments

1. The writer shows an impressive grasp of the main points.

2. This summary, like the previous one, shows a native-speaker command of English and a high level of coherence and cohesion.

Key to Textual exercises:

a) Missing words:

may

only

to

b) (choice of substitute word)

I 5) instilled II 2) half-hearted

Text 4

2005 Examination Guia de Estudos 2006

2 - SUMMARY & TEXTUAL EXERCISES

(Total: 25 marks)

A. Read the following text, adapted from a report by Richard Gott, in The Guardian (Saturday, 11th June, 2005) and complete the exercises at the end of it. (**10 marks**)

B. Summarise the text, **in your own words**, in up to 200 words. (**15 marks**)

A seismic upheaval among Latin America's Indians

The crisis in Bolivia has put the continent's balance of power in question

When the Spanish conquistadors arrived on the immense plains of the westerly part of Bolivia, they paused at a settlement not far from the rim of a great canyon. At 12,000ft they found it too cold, and they made their permanent base in the relative shelter of the slopes below and founded the city of La Paz.

The village of El Alto on the high plateau, which 30 years ago was home only to the capital's international airport, has now become a huge metropolis of nearly a million Indians, driven there over the past 20 years by the irresistible force of neo-liberal economics. The prevailing economic system, devised by US economists in the 1980s, succeeded in

destroying the country’s agricultural system and its embryonic industries, and closing down the state-owned tin mines – once the source of the wealth of Spain. This predictable disaster brought hundreds of thousands of workless but highly politicised families to live at the gates of the capital city, from where they have been able to hold it to ________ at will. Others migrated to the lower regions of the country, to the Chapare, to grow the profitable crop of coca leaf, the base of cocaine.

The demands of the Indians have been uncompromisingly radical. They make no mention of work or food, education or health. They have only two specific requests: a new constitution that would recognise the part that they should play in the government of the country (in which they form more than 60% of the population of 8 million), and the return to the hands of the state of the country’s reserves of oil and gas.

Oil was nationalised in Bolivia first in 1937, a year before the Mexican wells were expropriated, and again in 1970. The shell of the state company, YPFB, still exists, and most Bolivians remain implacably ____________ to foreign ownership, but private oil companies have kept coming back. When immense reserves of natural gas were discovered in the 1990s, some 50 trillion cubic feet at the last estimate, Bolivia became ever more attractive to external predators, its reserves second ___________ to those of Venezuela.

The government and the companies (British Gas and Spain’s Repsol among them) were keen to get the gas out of

the ground and down to the coast, to be shipped off to California. Others, notably the spokesmen for the Indian majority, thought that the gas might be better used to fuel Bolivia’s own industrial development. The government’s attempts to secure the export of the gas through Chile, Bolivia’s traditional enemy, ended in October 2003 when violent protests in El Alto led to the overthrow of President Sánchez de Losada, Bolivia’s last elected president. This week’s events have been an almost exact replay, with the resignation of the stop-gap president, Carlos Mesa, after prolonged Indian demonstrations and roadblocks had made the country ungovernable by his regime. Something new was required.

The chief emerging protagonist in the next stage of Bolivia’s drama is Evo Morales, an Aymara Indian from the high plateau who became the organiser of the coca growers in the Chapare, in the headwaters of the Amazon. From this base of desperate landless peasants and politicised former tin miners, he has become a national figure, allying the socialist rhetoric of the traditional Bolivian left with the fresh language of the indigenous population, now mobilised and angry. Morales leads the Movement Towards Socialism, and is an outspoken supporter of Castro’s Cuba. He is also a favourite son of Venezuela’s Hugo Chávez, whose wider ambition has been to replicate the revolution of Simón Bolívar, whose name is immortalised in that of Bolivia. The Americans have accused Chávez of providing Morales with assistance at the presidential election in 2002 (in which he came second), and this would hardly be unusual since all parties in Bolivia depend on external patrons, whether from Europe or the US. Morales has certainly taken a leaf from

Chávez's book in demanding the holding of a constitutional assembly to draft a new constitution. This was Chávez's triumph in 1999, modernising and radicalising the country with a single blow before the forces of opposition could mobilise to prevent him.

The crisis came to a head as the Congress met to accept President Mesa's resignation in the old colonial capital of Sucre (away from the protesters in La Paz). According to the Constitution, the presidency would then fall to Hormando Vaca Díaz, the president of the Senate and a wealthy white landowner from the lowland eastern region, centred on the city of Santa Cruz. The area around Santa Cruz is the principal wealth-producer of the country, with the soya fields of agribusiness on the surface, and oil and gas underground. This is the land of more recent white settlers who have been opposed to the political emergence of the Indian majority in the western high lands, and to the Indian resistance that has emerged to challenge them in the lowlands. Elite white groups have been asking for autonomy – some even argue for independence – and have unilaterally called for a referendum on this issue in August.

Vaca Díaz had the support of the largest parties in Congress but was unacceptable to the Indians and, under pressure from the leaders of the armed forces and the Catholic Church, he declined the task. So too did Mario Cossio, the second constitutional choice. It fell to the third in line, Eduardo Rodríguez, president of the Supreme Court and a man without political affiliation, to take up the challenge. Fresh elections will be held before the end of the

year, and Morales' demand for a constituent assembly is on the agenda.

If Morales eventually emerges as Bolivia's elected president, the relation of forces in the countries of the Andes will be changed, since comparable indigenous movements in neighbouring countries are also demanding their proper share of power.

A. TEXTUAL EXERCISES (2 marks per correct answer)

a) Fill in the **three** gaps in the text above with an appropriate word or phrase.

I. "This predictable disaster brought hundreds of thousands of workless but highly politicized families to live at the gates of the capital city, from where they have been able to hold it to ________________________ at will."

II. "The shell of the state company, YPFB, still exists, and most Bolivians remain implacably _____________ to foreign ownership, but private oil companies have kept coming back."

III. "When immense reserves of natural gas were discovered in the 1990s, some 50 trillion cubic feet at the last estimate, Bolivia became ever more attractive to external predators, its reserves second _________ to those of Venezuela."

b) Choose the **most appropriate** substitute for the words or phrases underlined:

I. Stop-gap: “... the resignation of the stop-gap president ...”

(1) replacement

(2) dithering

(3) transient

(4) interim

(5) filler

II. Shell: “The shell of the state company, YPFB, still exists...”

(1) core

(2) husk

(3) wealth

(4) trappings

(5) wherewithal

B- SUMMARY:

Camilo Licks Rostand Prates (13,5/15)

The text discusses the recent crisis in Bolivia. Neo-liberal reforms in the country have caused thousands of

unemployed Indians to migrate to the Chapare regions and to El Alto, on the outskirts of the capital, La Paz. These populations have organised large scale political demonstrations in the capital, demanding a more representative constitution and the nationalisation of oil and gas reserves, which have been exploited by private companies increasingly since the 1990s.

A socialist Aymara Indian, Evo Morales, has become the most important political figure on the demonstrators' side. He is supported by the indigenous population and has demonstrated affinity with Cuba's Castro and Venezuela's Chavez. Since the overthrow of President Losada in 2003, the demonstrations have brought about the resignation of three other presidents, including a representative of the country's white landowners, who demand autonomy and oppose the Indian movement. The presidency is currently in the hands of Eduardo Rodriguez, but elections have been scheduled. A victory by Evo Morales may affect neighbouring countries, where similar Indian movements are taking place. (172 words)

Textual Exercises KEY

1. (missing words) I **ransom** II **hostile** III **only**

2. Multiple choice vocabulary (4) **interim** (2) **husk**

Text 5

2004 Examination – Guia de Estudos 2005

Read the following text and **in your own words** summarise it in up to 200 words.

Summit meetings can have their drawbacks. The assumption that personal acquaintances between the leaders of states will forestall future conflicts has often been gainsaid by history. Summits that peacefully negotiated the settlement of conflicts seldom produced outcomes with long-term consequences. During the Cold War debate as to their value abounded. Some of the arguments fielded then still provide ammunition for critics today. How can the head of a democratic country deal successfully with the leader of a totalitarian system or dictatorship? With the main actors rooted in different cultures it is suggested that such encounters can but lead to shallow understandings. In the long term, they could actually deepen the divide. Heads of state are not experts in the highly complex matters that clutter summit agendas. They lack the diplomatic skills of professional diplomats and are often ill-prepared for these debates. Under pressure of time and the weight of expectations from the public at home, politicians are often tempted to compromise with false solutions. Since summit agreements are mostly not legally binding, statesmen do not even feel politically obliged to deliver. Critics also complain that calling summit meetings compels politicians and bureaucrats to set spurious priorities with respect to time, political resources, and energy. Nevertheless, most of these arguments can be countered. They have nothing to do with summits as such, but rather with the way these

meetings are prepared and conducted as instruments of modern diplomacy.

The advantages of multilateral summitry cannot be easily measured in short -term tangible results. In the long haul, however, they certainly can render more than just an improved atmosphere for international political negotiation, although that is a value in itself if handled properly and used with the right political nous.

Summit meetings have acquired new roles and special functions. From this standpoint, I want to argue that summits are an important element of international political negotiation and yield the following benefits.

Personal contact between heads of state and government adds new factors to the equation of power. Military and economic might certainly count still, but the personality of a leader, the way he performs in debate, and the thrust of his intellect will be factored in to obtain results universally accepted as legitimate. After all, summitry is a democratic invention and not much to the liking of dictators.

Summit meetings have eminently practical effects. To prepare for a summit and avert failure, bureaucrats are constrained to set goals and time-frames for solutions that might otherwise have been stalled or shelved. Summits have a legitimizing function, nationally as well as internationally. Commitments undertaken by a political leader during a summit meeting can open up new avenues in domestic political debate or provide fresh opportunities to break deadlocks. On the other hand, an agreement or even a mere understanding on the interpretation of facts reached

by several heads of state also has normsetting qualities for the international community. Such guidelines not only bind the participating nations together in implementing their policies, but also set standards for others.

To retain its useful role, however, the summit must evolve and be constantly subject to review. One expedient reform would address the problem of how to stem or reverse the current trend toward ever larger, more elaborate summits. These meetings can and should be reduced in size, the numbers of aides and fellow participants slashed and more strenuous efforts made to muffle the media spectacle surrounding the event itself.

It has become fashionable to demand greater participation by NGOs in the summit process. This is tantamount to insinuating that heads of state are out of tune with the public and not liable to democratic domestic control. The rights and duties of such organizations should be carefully defined, though. Certainly, it might help if state and nonstate actors work more closely together in the future than they have to date.

Finally, it sometimes makes sense to have the broadest political participation by all states. But opening up each summit can also exact a price, impairing States' capacity to act. Likewise, if outcomes merely reflect the least common denominator, they will prove hollow. Legitimacy is not just a question of numbers.

If these considerations are heeded, summits have a bright future. In today's world, "summitry belongs to the

dramaturgy of globalism which in turn pertains to the future of world politics."

(Adapted from Peter Weilemann's "The Summit Meeting: The Role and Agenda of Diplomacy at its Highest Level". In: **NIRA Review**. Spring 2000.)

Cesar Almeida de Meneses Silva (19/20)

Weighing up the pros and cors of summit meetings leads us to conclude that, despite numerous shortcomings, mostly associated with their management, they present enough benefits to justify retaining their status in world politics, albeit under an altered design.

Among the usual criticism of summit meetings, it is alleged that they rarely lead to long -standing solutions, since they rely on the momentary agreement between persons of very different cultures. Furthermore, political leaders, unlike professional diplomats, do not have the abilities required in such negotiations and tend to conduct matters in a manner which brings little effect, and is, in any case, seldom legally binding.

In their favour, it must be said that summits often shift the balance of power, depending in the personal charisma of the participants, and tend to bring about changes that would maybe otherwise never occur. In addition, they often send out an important message, both domestically and internationally, setting an example for home and foreign actors.

In order that they may continue to positively contribute to resolve global issues, summits should be kept at a reasonable, manageable size, and there should be a reassessment of the best way NGOs should take part. (197 words)

Chapter 6
Language Notes and Exercises

It is beyond the scope of this handbook to give a comprehensive account of English grammar or to deal with all the mistakes that commonly occur. Several good grammar books are suggested in the Bibliography provided by the IRBr Examiners for the Guia de Estudo.

This section will simply indicate a few common problems, with brief practice exercises for most of them.

1. Articles

2. Possessive forms, noun modifiers, prepositional phrases

3. Defining and non-defining clauses – which and that

4. Use of WHICH and WHAT

5. Present Perfect versus Past Simple Tense

6. Word order – adverbs

7. Other word order problems

8. Another, other, others

9. Uncountable nouns

10. Collective nouns: the + adjective

11. Irregular plurals

12. Spelling rules

13. Capital letters

14. As, like, how

15. Although, despite, etc.

16. Words that are easily confused

The answers to the exercices are in the KEY

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1. ARTICLES

In both essay writing and translation, incorrect use of the definite article (**the**) is perhaps the most common error.

Rules for the use and omission of articles can be found in most good grammar books, but it is not always easy for learners to grasp all the details.

An additional problem is that the question is sometimes lexical [a matter of vocabulary] rather than grammatical. If you take the pair capital punishment [no article] and the death penalty [with **the**], it may be easier to remember the whole phrase and its use / omission of the than to try to apply a grammatical rule.

A possible way of working on this area is to select a newspaper or magazine article in English and to go through it highlighting all the nouns. Then look at what kind of determiner (if any) each noun has- e.g. **this** /
these; **my** / **his, some** / **any, a** / **an, the,** etc. Take particular note of nouns used with no determiner or with **the**.

Use and omission of the

A rule of thumb

Abstract nouns (e.g. love, death, happiness) do not normally take **the** in English, except when followed by a defining phrase or clause.

Examples: He experienced happiness. He experienced sublime happiness.

The happiness (that) he experienced was the result of his success.

The happiness of those around him was almost as great.

Problem: it may be difficult to decide whether a noun is abstract or not!

Practice exercise 1.1

Which of the following would normally take **THE**? Which would be used without an article? Try each word out in the model sentence of the same letter (below).

a)	family	community	tribe	society
b)	world	universe	solar system	cosmos
c)	public	public opinion	nation	state
d)	man (=people)	mankind	humanity	human race
e)	opposition	cabinet	rule of law	political system
f)	diplomacy	civil service	education	educational system
g)	economy	financial system	justice	legal system
h)	law	police	capital punishment	death penalty
i)	economic order	human rights	development	international aid
j)	climate change	global warming	greenhouse effect	ozone layer

Re-write each sentence, using each word in brackets in turn and **the** when necessary. Underline the words that require **the**.

Example

a) Children play an important part in the family. Children play an important part in the community. Children play an important part in the tribe. Children play an important part in society. (no article)

b) We are told that ________________________ originated in a big bang. (world / universe / solar system/ cosmos)

c) ______________ should be asked to give its views on the question. (public / public opinion / nation / state)

d) ______________ has only existed for a short space of geological time. (man / mankind / humanity/ human race)

e) ___________________ plays an important part in the British constitution. (opposition / cabinet / rule of law / political system)

f) In Brazil, special efforts are being made in the field of _______. (diplomacy / civil service / education / educational system)

g) We hope to see important improvements in _______________ in the next decade. (economy / financial system / justice / legal system)

h) That crime should be dealt with by___________. _____________ (police / law / capital punishment / death penalty)

i) Diplomats are involved with problems such as ________________. (economic order / human rights / development / International aid)

j) A lot of attention has been paid to ___________ ________________recently. (climate change / global warming / greenhouse effect / ozone layer).

From exercise 1.1 make two lists: **nouns which normally take the** and **nouns normally used without the definite article**. Add to your lists as you study.

Practice exercise 1.2

Put **THE** in the gaps only where necessary. Mark **X** where no article is needed.

Unemployment falling to record low, says Mantega (18th June 2010)

______ Finance Minister Guido Mantega said this week that______ Brazilian economy has been growing with "______ redoubled vigour" since ______ international financial crisis and is on ______ course to generate ______ 2 million new jobs during ______ 2010 - an increase in ______ employment of 6.5%.

Almost a million new jobs were created between ______ January and ______ April. ______ longer-term forecasts suggest ______ employment will continue to grow by an average of over ______ 5% in ______ next few years. In ______ proportion to ______ size of ______ economy______ Brazil's rate of ______ job creation has been ______ highest in______ world, ______ Mantega said. He also predicted that ______ average rate of ______ unemployment during ______ 2010 will have been ______ lowest since ______ records began. It currently stands at ______ 6.8%.

Mantega noted that ______ Brazil's rapid growth has not led to ______ inflation or ______ balance-of-payments problems, unlike in ______ past. Nor, he predicted, will it cause any 'bottlenecks' in ______ terms of ______ infrastructure or ______ energy generation.

Source: Agência Brasil and Embassy of Brazil in London

Economic surge continues 21st May 2010

______ Brazil's economy has been growing vigorously in ______ recent months, with ______ most analysts predicting it will achieve an annual rate of at least 5% over ______course of ______ 2010.

Speaking in Rio de Janeiro on 20th May, ______ head of ______Institute of ______Applied Economic Research, Marcio Pochmann, pointed out that ______ global economic recovery is being led not by ______ most industrialised nations but by ______ developing countries. He suggested ______ Brazil could become ______ world's fifth biggest economy by ______ end of this decade. Pochmann added, however, that ______Brazil's objective should not be ______ fast growth in itself, but to combine ______ growth with ______ social welfare and ______ environmental sustainability.

Source: Agência Brasil and Embassy of Brazil in London [Extracts]

Practice exercise 1.3

Definite Article - Use and omission of THE

	Can you score 25 points? Each correct answer scores 1 point. Each wrong answer loses 1 point.			
1.	*Brazilian foreign policy* normally requires THE.	True	False	?
2.	*Brazilian diplomacy* normally requires THE	True	False	?
3.	*Brazilian diplomatic service* normally requires THE	True	False	?
4.	Titles – *President Lula, Professor Dawkins, etc*. require THE	True	False	?
5.	Possessives: *Brazil's objectives* requires THE	True	False	?
6.	Possessives: *United States' objectives* requires THE	True	False	?
7.	Possessive: *Barack Obama's government* requires THE.	True	False	?

Can you score 25 points? Each correct answer scores 1 point. Each wrong answer loses 1 point.

8.	Possessive: *Obama government* requires THE	True	False	?
9.	International organisations: *UNESCO, UNICEF, NATO* require THE	True	False	?
10.	International organisations: *WTO, IMF, UN, G-20* require THE	True	False	?
11.	Trade rounds- *Doha Round*, *Uruguay Round*, etc, require THE	True	False	?
12.	The phrase *international community* normally requires THE	True	False	?
13.	The phrase *national sovereignty* normally requires THE	True	False	?
14.	The generic phrase *British society* normally requires THE	True	False	?
15.	Specific types of society- *consumer society*, *affluent society*,etc., require THE	True	False	?
16.	An abstract noun followed by of e.g. death of the leader normally requires THE	True	False	?
17.	There is a difference between *economy [no article]* = thrift, careful spending and *the economy*= national financial system	True	False	?
18.	Nouns ending in –ism [Communism, Modernism, patriotism] require THE	True	False	?
19.	Names of academic subjects – history, philosophy, economics, take THE	True	False	?
20.	Names of political parties [PT, PSDB, Lib-Dems] normally take THE	True	False	?
21.	Names of religions [Christianity, Islam, Buddhism, Taoism, etc.] require THE	True	False	?
22.	Military groups – Armed Forces, Army, Navy, Air Force, etc., require THE	True	False	?
23.	Names of gases – oxygen, nitrogen, CO^2, etc.- normally require THE	True	False	?
24.	Names of seas and oceans normally require THE	True	False	?
25.	Countries: plural names and names containing *of* require THE	True	False	?

2. POSSESSIVE FORMS, NOUN MODIFIERS, PREPOSITIONAL PHRASES

The apostrophe (*´s)*

a) Form

1. One girl has a dog. It’s the girl’s dog. [apostrophe before the final s]

2. Two girls have a dog. It’s the girls’ dog. [apostrophe after the final s]

3. Peter and Anna have a car. It’s Peter and Anna’s car.

4. Peter and Anna each own a car. They’re Peter’s and Anna’s cars.

5. Names ending in s: two forms are possible: Charles Dickens’ novels

or Charles Dickens’s novels.

b) Use:

This form is **most commonly** used with:

People: John’s creative talents, that woman’s brilliant hypothesis, the Queen’s role

Animals: the horse’s mouth, an ants´ nest, the elephant’s trunk, the cat’s whiskers

Countries: Brazil’s natural resources, Russia’s current crime wave, the EU´s foreign

policy

Organisations : the UN’s financial difficulties, Microsoft’s alleged monopoly

Human groups: society’s, the world’s, the company’s

Personification/ poetic description: the sun’s rays, nature’s bounty

Some pronouns: somebody’s idea, nobody’s fault, anybody’s guess, someone else’s

opinion

Some time phrases: this week’s hot news, the 20th century’s achievements, yesterday’s

paper

c) Special uses

Time expressions: He took two days’ leave, three weeks’ holiday, etc.

Places or homes: I’m going to the dentist’s, the baker’s, Tom’s flat

Double genitive: She’s a friend of Peter’s/ my brothers’ / the prime-minister’s

(= She’s one of Peter’s friends. *Compare*: She’s a friend of mine.)

d) Use / omission of article with ’s

Use of the article depends on the possessor, not on the thing possessed.

The question to ask is: ***Does the possessor take the***? If it does, use ***the***.

Possessor

(No article) **Paul’s Thing possessed**

(No article) **My younger brothers** homework

(With THE) **The Pope’s** visit to India

(With THE) **The Brazilian government’s** new plans

Practice Exercise 2.1

With or without **a / the?** Choose the correct form(s). Delete the wrong ones.

1. China’s socialist revolution was one of the 20th century’s greatest events.

2. The China’s socialist revolution was one of 20th century’s greatest events.

3. Legend of Pandora’s box is fascinating.

4. The legend of the Pandora’s box is fascinating.

5. The President’s wife’s opinions are often important in country’s affairs.

6. President’s wife’s opinions are often important in the country’s affairs.

7. I read it in a book of Hobsbawm’s.

8. I read it in a Hobsbawm’s book

9. I read it in Hobsbawm’s book.

10. I read it in the Hobsbawm’s book.

11. Did you see yesterday’s TV news programme?

12. Did you see the yesterday’s TV news programme?

13. The Arundhati Roy’s first novel won Booker Prize in 1997.

14. Arundhati Roy’s first novel Won the Booker Prize in 1997.

15. Drought is one of the Northeast’s recurrent problems.

16. The drought is one of Northeast’s recurrent problems.

17. The government’s response to the Pakistan’s floods was slow.

18. Government’s response to Pakistan’s floods was slow.

2 B Noun Modifiers

Possessive relationships or relationships between nouns are sometimes indicated by nouns used as adjectives:

With things: **part of:** the car door, the kitchen window, the table leg

and/ or **where something is:** the bedroom walls, Oxford University

what something is made of: a gold chain, a cotton skirt, a brick wall

function/ profession: a hot water tap, a history teacher, a grammar book

the nature of something: the energy crisis, a cancer case, a computer

program, space travel

size: a pocket calculator, a giant anteater, a monster skyscraper, a jumbo jet,

a mammoth task

Word order

Adjectives precede noun modifiers: a large, new bedroom window, the long-running

energy crisis

Articles: special care is needed here:

In some cases, a noun modifier without an article can be used in place of **the** + **possessive ’s** or **the** + **of**:

It is **government policy**/ It is **the government's** policy / It is **the policy of the government**

It is **university** custom/ It **is the university's** custom / It is **a/the custom of the** university

But where a proper name is used as a noun modifier, the reverse may occur:

The second **Lula administration (+article)** / **Lula's** second administration **(no article)**

(following the same principle for use / omission of the article in **box 1c** above.)

Special words

Some words have no adjective form and noun modifiers are normally used:

a **university** student;

a **priority** issue;

a **community** centre.

2 C Noun + preposition (of)

Relationships between two things are commonly expressed using **of** or **in**

The window of my bedroom (=my bedroom window)

The filing cabinet in my office (=my office filing cabinet)

This form is always used when one of the nouns has a relative clause, even if that noun is a person:

The difficulties **of** Bill Clinton, **who became deeply involved in scandal**, were severe. (**Not**: *Bill Clinton's difficulties, who became...)

The window **of** my bedroom **(which is) on the first floor.**

The filing cabinet **in** my office **(which is) in a building in Lago Sul.**

Special words

Some nouns have no adjective form – e.g. solidarity, integrity, genius – and therefore take

of to link two nouns in an adjectival relationship:

It is a **question of solidarity.**

He was **a man of the highest integrity.**

She was **a writer of genius.**

Practice exercise 2.2

Find a good translation for each of these noun phrases [many of them taken from texts in Chapter 3].

Use possessive ('s) + noun,

noun modifier + noun ,

adjective + noun or

adverbial phrase, according to what you think sounds best.

1. a reforma das Nações Unidas

2. os direitos dos tâmeis

3. o silêncio da comunidade internacional

4. uma das maiores angústias da humanidade

5. o caráter de um povo, voltado para a conquista do mundo

6. a herança da escravidão, que deixou...

7. a unidade política da Europa

8. a Europa, berço da civilização,

9. as contradições do sistema colonial

10. uma espécie de cavalo de Tróia

11. a República Popular da China

12. o desfile de ontem

13. uma clara demonstração do poder militar da China

14. uma clara demonstração do poder militar da China, que exibiu suas armas mais modernas

15. o enriquecimento de urânio

16. a fabricação de bombas atômicas

17. um estado do Golfo Pérsico

18. a extração de petróleo

19. 60% da produção no mundo vêm da região

20. a exploração do espaço

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3. DEFINING AND NON-DEFINING CLAUSES – WHICH AND THAT

who*, *which* and *that

who refers to a person or people

which refers to a thing or things

Both ***who*** and ***which*** can be replaced by **that** in **defining clauses** (where one person or thing or group is singled out from other similar ones.)

Compare these sentences:

I have 4 brothers. *The one that lives in Ireland* is an engineer. **(defining clause)**

My husband, *who lives in Brazil*, is an administrator. **(non-defining clause)**

If I say "*My husband that lives in Brazil is an administrator*" you would be right to assume I have at least two husbands!

Note: it is also correct to use ***who*** or ***which*** instead of ***that*** in defining clauses – so if in doubt, avoid ***that***.

Practice exercise 3

Now join these sentences using who, which or ***that,***

1. Yesterday I attended a meeting. The meeting dealt with development loans.

2. The children live in shanty towns. They have health problems.

3. The UNDP operates in many countries. It helps to set up and manage projects.

4. Brazil is a large country. It has many problems.

5. The North East is a relatively poor region. It needs assistance in the field of health.

6
. At that time, the President of the USA was Ronald Reagan. He had been a film star.

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4. USE OF WHICH AND WHAT

WHICH

In a relative clause, referring back to something already mentioned, **which** must be used.

What is impossible in this situation.

He lived in the desert for several years, **which** involved serious hardship.

(**which** refers BACK to *lived in the desert*)

WHAT

However, **what** is used to refer forward to something not yet mentioned.

What caused him sever hardship was living in the desert.

As a question word, **WHAT** gives unlimited choice, **WHICH** asks for selection among limited options.

What's your name?

There’s a list of names here. Which is your name?

What would you like to drink? (You can have anything)

There’s tea, coffee or chocolate. **Which** would you like?

Practice exercise 4

Choose **WHICH** or **WHAT**

1. **What** / **Which** I’d like to know is **what** / **which** of the candidates will win the next election, **which** / **what** will be held in October.

2. I don’t know **what** / **which** sweater to buy, the red one or the blue one.

3. Either decision is likely to bring criticism, **which** / **what** the government would prefer to avoid. But **what** / **which** is really important is to raise more money for social programmes, **what** / **which** need to be carried out urgently.

5. PRESENT PERFECT VERSUS PAST SIMPLE TENSE

PRESENT PERFECT	PAST SIMPLE
1. The Present Perfect is used when the time is not important. The focus is normally on an effect that is still	1. The Past Simple is used when: a) the time of the action is mentioned. Examples

PRESENT PERFECT PAST SIMPLE

is normally on an effect that is still present. Examples: - ***Mary's gone*** to England. = She's there now. - ***I've been*** *to England*. = So I can tell you about it. - All the wars in history ***have taught*** us nothing. = We know nothing. - *The peace process* ***has broken down*** *again.* = It is not making any progress at the moment. - *The prisoners* ***have been released****.* = They are free now.	Examples: - *Mary* ***went*** *to England three weeks ago.* - *I* ***went*** *to England last year.* - *I* ***learnt*** *history when I was at school*. - *The peace talks* ***broke down*** *earlier today*. - *The prisoners* ***were released*** *at seven* o'clock. b) The time of the action is not mentioned, but is understood. Examples: - ***Did you go*** *to the concert?* = We both know when it was, but I couldn't go. - *Winston Churchill* ***played*** *a decisive role in British politics*. (In World War II - but he's dead now)
2. The Present Perfect often connects the past with the present. **FOR** or **SINCE** **IN THE PAST/LAST FEW DAYS /YEARS**, etc. **EVER, NEVER, BEFORE,** etc. **ALREADY / YET** Examples: - I've lived here all my life. = And I still live here. - Negotiations have dragged on for several years. = They haven't finished yet. - There has been a fragile peace in Northern Ireland since Easter 1998. = There is peace now. - A series of economic crises has been affecting emerging economies for some time now. =The process is not over yet.	2. FOR and SINCE **FOR** can also be used with the Past Simple - *They* ***discussed*** *the situation* ***for several hours*** *before reaching a decision.* **SINCE** (used as a time conjunction) normally requires a Perfect tense in the main clause, but may have a Past Simple verb in the phrase that fixes the starting time. - *Many points have been raised* ***since talks began.*** Occasionally, the main clause may contain a Present tense and the time clause a Past Simple: - *It's a long time* ***since I last saw him****.*
- In the past few weeks, people have been questioning the behaviour of the International Olympic Committee. = And they still are. - No decision has been taken yet about future plans.	
PRESENT PERFECT	**PAST SIMPLE**

3. The Present Perfect can be used with expressions of present time e.g **This week**, **This year**, etc. Examples: - The real has come under pressure this year. - Brazil has changed a lot this century. - I've done a lot of work this morning.(= it is still morning now.) **JUST (for recency)** - It has just been announced that the Minister has resigned.	3. Expressions of past time E.g. **Last night, Yesterday,** expressions with **AGO** **in 1998**, etc, require the Past Simple tense. Examples: *- Many Asian economies **came** under pressure* *in 1997.* *- Brazil **changed** a lot in the 1950s.* *- I **saw** him on Wednesday. We **met** in January.*
4. The Present Perfect is often used after **a superlative** and after "**This is the first time**...", particularly in British English, when the time is present. Examples: - This is the worst earthquake Haiti has ever had. - It's the first time I've heard that idea. 5. The Present Perfect may also be used to give an idea of **completion** with the future tense: Examples: As soon as you've finished, you'll be able to go home. After I've been to the bank, I'll pay you what I owe you.	4. After a superlative or 'the first time' etc., when the reference is past, the Past Simple or the Past Perfect are likely to be used: - The longest novel he read was "Great Expectations". - It was one of the most interesting books he had ever studied. Someone **has broken** the window. (focus on the window) I wonder who **broke** it? (focus on the action)

Practice exercise 5.1: Go through the English texts in English in Chapters 1-5 underlining any verbs in the Present Perfect. Then consider why the writer has chosen the Present Perfect tense.

Practice exercise 5.2

Delete the inappropriate verb form.

1. Since the 19th century, Brazilian decision-makers (often) **said** / **have** (often) **said** it would be better to seek partnerships that **have not restricted** / **did not restrict** the country's capacity to act in the international arena.

2. By increasing the number of trading partners, Brazilian foreign policy **reduced** / **has reduced** the country's economic dependence on developed countries, where the current financial crisis **began**/ **has begun**.

3. In the last few years, Brazil **played** / **has played** a growing global role, due to its ever increasing weight in crucial debates, such as the economic crisis and climate change.

4. Brazilian foreign policy is usually characterised by scholars as being pragmatic, because **it did not change**/ **has not changed** much over time. However, a few years ago, our diplomatic focus **moved** / **has moved** towards new partnerships, such as cooperation with Africa and Asia.

5. The Brazilian government **promoted** / **has promoted** a realignment in its international priorities in

recent years.

6. When Brazil **voted** / **has voted** against the Security Council resolution to strengthen sanctions against Iran, in June 2010, its action **marked** / **has marked** a new assertion of independence.

Practice exercise 5.3

Translate the sentences, paying particular attention to correct verb tenses.

1.	A recente história de Guiné-Bissau é marcada por lutas internas pelo poder. O país se tornou independente do regime colonial português em 1956. Desde então, não experimentou tempos de estabilidade política. O presidente Malam Bacai Sanhá venceu as eleições em junho de 2009.
2.	Os ministros da Agricultura do Brasil e da Argentina se reunirão nesta segunda-feira, em Brasília, para tratar do comércio de produtos do agronegócio entre os dois países. Desde abril o comércio de alimentos entre os dois países é tenso.
3.	Foi a primeira visita de um presidente brasileiro a Israel desde a criação do Estado, em 1948. Do ponto de vista das relações bilaterais, foi muito boa. O presidente Lula chegou acompanhado de uma delegação muito importante de empresários e investidores.
4.	Desde que foi eleito, em 2006, o presidente Felipe Calderón intensificou a luta contra os cartéis do narcotráfico, mas sem resultados. A violência cresceu e hoje 15 milhões de armas clandestinas circulam no México, a maioria vinda dos EUA, onde são vendidas livremente.
5.	Um ano após o golpe em Honduras em que o então presidente Manuel Zelaya foi afastado pelo Exército sob a mira de armas, Honduras, como problema regional, permanece sem estar resolvido, para a insatisfação de todos.
6.	Os acontecimentos que se seguiram ao golpe de 28 de junho de 2009 em Honduras feriram, talvez de modo permanente, as normas e mecanismos internacionais de defesa da democracia; os abusos dos direitos humanos passaram por escalada no país, que, enquanto isso, segue excluído por muitos da comunidade regional (incluindo o Brasil).
7.	A petrolífera britânica BP procura parcerias com “investidores estratégicos” para garantir sua independência, evitando que alguma concorrente se aproveite do momento turbulento por que passa para se apoderar da maioria acionária da empresa. Desde o fim de abril, ela tenta, sem sucesso, controlar um vazamento de óleo em uma plataforma de exploração localizada no Golfo do México, nos Estados Unidos.

6. WORD ORDER – ADVERBS

a) Adverbs of manner, place or time:

subject verb object adverb

Normal word order: **They studied the sentences carefully.**

1. Where else in the sentence could you place the adverb “carefully”?

2. Where couldn’t you place it?

b) Adverbs of frequency (sometimes, often, usually, etc.)

subject adverb verb object

Normal word order: **She occasionally produces a brilliant piece of writing.**

3. Where else in the sentence could you place the adverb “occasionally”?

4. Where couldn’t you place it?

5. What happens when there is an auxiliary verb – e.g. She has produced a brilliant composition?

6. What happens when the verb is “to be” – e.g. She is brilliant. ?

Pratice exercise 6.1

Put the adverbs in a suitable position in the sentence. More than one position may be possible. Decide which position sounds best.

1.	*urgently*	*Brazil needs fiscal reform.*
2.	*recently*	*The President of Brazil paid an important visit to Iran.*
3.	*fluently*	*She speaks English.*
4.	*hardly ever*	*She speaks English.*
5.	*steadily*	*Airlines have increased their safety precautions since 9/11.*
6.	*successfully*	*The parties achieved an agreement*
7.	*aggressively*	*The insurgents attacked their targets.*
8.	*considerably*	*Brazil has been increasing its presence abroad in the past decade.*
9.	*soon*	*Many people believe there will be progress.*
10.	*anxiously*	*Many people are hoping for educational reform.*
11.	*yesterday*	*The minister attended an important meeting.*

Pratice exercise 6.2

Translate these sentences, paying attention to adverbs and adverbial phrases:

1.	Raramente ia ao teatro na minha infância
2.	Os embarques de carne bovina para os EUA estão suspensos desde o fim de maio deste ano. [...] Antes da suspensão, o Brasil exportava mensalmente para os EUA cerca de US$ 50 milhões em carne industrializada.
3.	O governo brasileiro espera retomar parcialmente as exportações de carne bovina para os Estados Unidos a partir da semana que vem. Uma missão técnica estará na quinta-feira em Washington para discutir o assunto com as autoridades americanas.
4.	A visita do presidente à Africa tem um tom pragmático: aproximar comercialmente o Brasil do continente africano.
5.	O Brasil tem que ter relações comerciais com o maior número de países. Mas deve evitar gestos que pareçam ser uma aprovação a governos que desrespeitem sistematicamente os direitos humanos e que se perpetuem no poder.
6.	As potências mundiais, lideradas pelos Estados Unidos, suspeitam que o Irã quer fabricar armas nucleares sob o disfarce de um programa atômico civil. O Irã afirma que seu programa nuclear tem propósitos puramente pacíficos.
7.	Também é urgente a tarefa de ajudar o povo do Timor Leste a garantir o direito de decidir o seu próprio futuro como nação independente.

7. OTHER WORD ORDER PROBLEMS

Direct and Indirect questions	
Direct	**Indirect**
Where do you live?	He wants to know where I live.

Exclamations
How hot it is today! How nice you look! How difficult it is to translate!

“It” phrases	
It is necessary/ essential/ difficult to study English.	The study of English is necessary. **Not**: ~~It is necessary the study of English.~~

Inversion after negative or restrictive adverbial phrases before the main verb
No sooner had one war finished than another began. Seldom do we receive any apology when mistakes are made. Not only does it rain every day, it is very cold as well. Never in his whole life had he been so frightened.

Practice exercise 7

Translate the sentences, paying attention to correct word order.

1.	No momento em que o confronto entre Israel e a Turquia fortalece as forças radicais do Oriente Médio, o que é que a diplomacia europeia está esperando?
2.	Se se perguntar ao iraniano que vive na cidade, ele está frustrado, insatisfeito com a miséria. Já os que vivem em áreas rurais, mais distantes ou humildes, mal sabem das questões da política externa. Se você perguntar o que acham das sanções, certamente terá como resposta: 'Sanções, mas que sanções?'.
3.	O fato, contudo, é que a aliança EUA-Israel, apesar de ainda sólida, já deixou de ser inquestionável. Os americanos começam, ainda que timidamente, a se perguntar se vale a pena proteger o Estado judeu de forma quase incondicional.
4.	A agressão foi a arma preferida de Saddam Hussein contra o Irã e o Kuwait, repetidamente usada no torvelinho do Oriente Médio, no subcontinente indiano e na Península Coreana, e contra as Ilhas Malvinas. Como é possível processar líderes por genocídio, mas absolvê-los do crime de agressão?
5.	Antes de falarmos em abertura, precisaremos ver qual será o próximo gesto de Raúl Castro. Esse foi um ato político. O próximo será econômico?
6.	Com as bolsas de valores em alta, investir em ações é bom negócio?
7.	"Só depois de testar o etanol nos transportes públicos poderemos pensar na possibilidade de importação", afirma o secretário do Ministério de Transportes da Alemanha.
8.	A necessidade de se avançar o processo de desarmamento nuclear é a maior prioridade, até porque, somente com o fim das armas nucleares, teremos garantias plenas quanto à não-proliferação.
9.	Só muitos anos depois o público viria tomar conhecimento dos grandes nomes de 1922 e um Mário de Andrade, por exemplo, só alcançaria um vasto círculo de leitores nos dias de agora, de um Brasil em luta contra o subdesenvolvimento, industrializando-se, rasgando estradas para a Amazônia, construindo Brasília. (Jorge Amado)
10.	Só no médio prazo, é que os países do G20 deveriam comprometer-se a restaurar a sustentabilidade das finanças públicas.
11.	É digno de nota um acordo de 1995, que abria a possibilidade de exploração econômica conjunta de uma faixa do Atlântico entre a costa argentina e as Malvinas.
12.	É alto o custo do ensino particular no Brasil.
13.	São muitos os fatores de estímulo aos investimentos no exterior: as companhias estrangeiras perderam valor de mercado; a valorização do real aumentou o poder de compra dos brasileiros; e algumas companhias brasileiras se tornaram ainda mais fortes em processos de consolidação de mercados, casos do Itaú-Unibanco e da Brasil Foods.

8. ANOTHER, OTHER, OTHERS

1. Adjectives/ Determiners (invariable form)		
	Indefinite	**Definite**
sing.	I bought **another book** last week.	I looked at two books. I bought one, but I couldn't afford **the other book**.
plur.	I read two **other books**.	I read **the other books**.
plur.	special use of **another** with groups/ periods: One person died and **another ten** were injured. (= group of ten people) I spent a week in Italy and **another two weeks** in Spain. (=period of two weeks)	
plur.	Notice the position of other after a number: One person died and **ten other passengers** were injured.	
2. Pronouns		
sing	I've done this exercises, can I do **another**? = another exercise.	I've done the first two exercises, shall I do **the others** (= the other exercises)
plur.	Some exercises are more difficult that **others**. (= other exercises)	Some of the exercises are more difficult than **the others**

Practice exercise 8

Choose the correct form to fill each gap. At the end of the sentence, circle **A** (=Adjective) or **P** (=Pronoun)

a) The village will be submerged if ____________ dam is built on the river. **A P**

b) The Sardar Sarovar dam project will displace 12,000 people, and some estimates suggest 400,000 ____________ will be affected. **A P**

c) Researchers can never prove their theories. They can only wait for ______________ to knock them down. **A P**

d) Among ____________ uncertainties, the draft report asks about the effects of melting ice on the North Atlantic. **A P**

e) Recent events in Brazil-Iran relations have focused on aspects _________ than nuclear issues. **A P**

f) Conflict in the Balkans, as in ______________ parts of Europe, had socioeconomic causes. **A P**

g) Companies will find it easier to outsource and to use communications to develop deeper relations with suppliers, distributors and many ____________ who might once have been vertically integrated into the firm. **A P**

h) The Internet will push __________ industries in the same direction. **A P**

Note: the use of : our / ours and their / theirs is very similar.
We looked at our books. (Adjectival). These books are ours. (Pronoun)
They signed their contracts. (Adjectival) The risks were theirs. (Pronoun)

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9. UNCOUNTABLE NOUNS

All these nouns are uncountable in English, which can lead to problems in translation exercises:

information advice evidence equipment luggage news travel damage research progress furniture work (housework/ homework) music bread

These nouns can be used with **some** (some information), **the** (the evidence) or noun phrases like “a piece of”/ “a great deal of” / “a certain amount of” (etc.)

They cannot be used with a/an, and they cannot be used in the plural.

Practice Exercise 9

Translate the sentences, watching out for uncountable nouns.

1.	O chefe mandou comprar móveis novos para sua sala.
2.	Preciso de umas informações sobre mortalidade infantil no Brasil.
3.	A sonda espacial tem equipamentos sofisticados para medir os efeitos...
4.	Einstein fez várias pesquisas na área de matemática e física.
5.	O furacão Mitch causou danos terríveis em três países da América Central.
6.	Entreguei dois trabalhos para o professor.
7.	O menino faminto comeu quatro pães.
8.	Ontem, escutei uma música linda.
9.	O Ministro fez muitas viagens ao exterior, levando muitas bagagens.

10. COLLECTIVE NOUNS: THE + ADJECTIVE

Some plural nouns are formed by : **The + adjective = plural noun**

The rich are very lucky. The poor are not.

The old often suffer from discrimination by **the young.**

The military ruled Brazil for 21 years, but now **they are** out of politics.

See also: the deaf, the blind, the handicapped

the good, the bad, the ugly (= people who are...)

The same also happens with nationalities which end with **ISH** / **SH** /**CH** or **ESE**

The French invaded Brazil in the early years of the colonial period, and so did **the Dutch.**

The Portuguese colonised Brazil.

With these nationalities, the singular form is normally formed with man/ woman/ person –

sometimes as a single word: **an Englishwoman, a Chinese boy,** etc.

Practice exercise 10

Replace the underlined phrase with a suitable noun (the + adjective, singular noun, or plural noun)

1. The government is concerned to improve the welfare of people who have very little money. There is a proposal to tax people who have a lot of money.

2. People from Britain are said to be more reticent than people from Italy.

3. The people of China recently celebrated the anniversary of their revolution.

4. Old people are a significant section of the community.

5. There is a law prohibiting discrimination against people who have handicaps.

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11. IRREGULAR PLURALS

singular	plural	singular	plural
		Words of Greek origin	
one man	two men	one analysis	analyses
one woman	two women	one diagnosis	diagnoses
one child	two children	one crisis	crises
+ **oes**		one hypothesis	hypotheses
one cargo	two cargoes	one thesis	theses
one embargo	two embargoes	one criterion	two criteria
one echo	two echoes	phenomenon	phenomena
one hero	two heroes	**the same form in singular and plural**	
one negro	two negroes	one means	two means
one potato	two potatoes	one series	two series
one tomato	two tomatoes	one species	two species
(Other nouns ending in –o just add s)		one aircraft	two aircraft
Nouns ending in -IX usually take -ICES		**some words of Latin origin**	
one matrix	two matrices	one millennium	two millennia
one appendix	two appendices	one addendum	two addenda
Some nouns ending in –f change to -ves		one vertebra	two vertebrae
one loaf	loaves	one cactus	two cacti
one calf	calves (etc.)	one fungus	two fungi
one knife	two knives	one nucleus	two nuclei
But: one gulf	**two gulfs**	**But: one forum**	**two forums**
French words		**Most words ending –us now take + ES**	
one bureau	two bureaux	one campus	two campuses
one plateau	two plateaux	one genius	two geniuses (etc)

Practice exercise 11

Complete the sentences with appropriate plural nouns from the table.

1. Before the big event, the roads and the _____________ of transport must be improved.

2. The UN and the OAS are two of the main _____________ for regional discussions.

3. He studies violence, drug-related crime and other similar social __________________.

4. We must establish clear rules and ___________________ for the evaluation of schools.

5. State universities often have __________________ in several towns or cities.

6. Six supersonic ____________________ suddenly flew over our heads.

7. International sanctions normally involve _________________ on various aspects of trade.

8. There are several theories or ______________________ about the origin of those plant ____________.

12. SPELLING RULES

Two spelling rules help to form plurals and the 3rd person singular of present simple verbs.

1.	**words ending in: s, ss, sh, ch, tch, and x ad +ES to form the plural:** one bus, two buses; one dress, two dresses; one wish, two wishes; one church, two churches; one watch, two watches; one box, two boxes
2.	**words ending in Y: if the letter before Y is a vowel, just add s:** one boy, two boys; one day, two days; one donkey, two donkeys; etc **If the letter before the Y is a consonant, change to IES:** one spy, two spies; one diary, two diaries; one baby, two babies; etc.

Practice exercise 12.1

Complete the following sentences with the correct plural form of the word in brackets.

1. [fox] Urban __________ have become a serious problem in England.

2. [way] There are several __________ of solving this problem.

3. [library] Brazil needs to invest more in public ________________.

4
. [batch] The postman delivered two large ____________ of letters.

5
. [puppy] ___________ make enchanting pets.

6
. [key] I seem to have lost my _________ again.

7
. [dish] They served the fruit on silver ____________.

8
. [miss/ class] He never ____________ any _____________.

1.	**Spelling Rules – double consonants** • **Single vowel + single consonant, no final -e [monosyllable or stressed syllable] – double the consonant when you add a suffix.** • **Words with final -e do not double the consonant**
2.	**Spelling rules: gerunds** • **Most verbs, including those ending in –y, add ING to the verb stem.** • **Verbs ending in –ie change the –ie to –y [die- dying]** **Spelling rules: past simple and past participles** • **Verbs ending in consonant + -y change to –ied [marry – married]** • **Verbs ending in vowel + -y - keep the -y spelling: [play-played]**

Practices exercise 12.2

Verb	-ing form	Past simple	Past participle
carry			
die			
enjoy			
feel			
fit			
get			
hop			
hope			
lie			
play			
put			
read			
rely			
ride			
spy			
steal			
study			
swim			
vote			
write			

Practice exercise 12.3

Adverbs formation and spelling. Complete the table:

Adjective	Adverb	Adjective	Adverb
mere		happy	
immediate		lazy	
definite		lengthy	
sole		cowardly	
remarkable		friendly	
invariable		**Irregular adverbs**	
psychological		fast	
occasional		good	
comic		daily	
economic		early	
economical		late	
historic		hard	
historical		public	

What rules govern the spelling of adverbs?

a) ending in -e

b) ending in -ble

c) ending in -al

d) ending in -ic

e) ending in -y

f) What happens when an adjective ends in –ly [e.g. friendly, cowardly, etc.]

General advice on English spelling

1
. Learn the rules included in 12 above.

2
. Always try to visualise how words are written. In general, this is much more effective than concentrating on what words sound like.

1
. Make sure you know how to use your computer spell checker to correct your spelling. Every time your computer corrects you, learn the correct spelling of the word.

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13. CAPITAL LETTERS

Any English name or proper noun is likely to take a capital letter.	
Titles	President Bill Clinton, Dr. Stephen Hawking, Professor John Crooks
Days and months Festivals	Sunday, Monday (etc) January, February (etc) Christmas, Easter, etc.
Nationalities	She's English; they're Brazilian (etc.) **All nouns and adjectives of nationality, and all languages require a capital letter**
Brand names	She was drinking a Coca Cola; she drives a Mercedes, etc.
Book, film, and play titles	Pride and Prejudice; For Whom the Bell Tolls, (etc.) **Note that words like "and" and "the" do not require capitals.**
Religions	Islam, Christianity, Buddhism, Hinduism, (etc).

Practice exercise 13.1

Punctuate the text by putting in capital letters where required.

last thursday, mrs wilson drove to the centre of oxford in her little peugeot to meet some asian friends who were studying english at st clare's college. she knew they would be leaving in august and she wanted to have tea with them to say goodbye. she had thought of inviting them to the randolph hotel and offering them dry martinis, but realised it would be inappropriate for the moslems in the group so they decided to meet at the kadena café instead.

Practice exercise 13.2

Now do the same with this text.

lula calls on un to look towards central America
30 july 2010

president luiz inácio lula da silva this week called on the un to take a more active interest in events taking place in central america. speaking on 28 july during a visit to brasília by nicaraguan president daniel ortega, lula said the un should pay attention to the democratic projects in the region that are bringing into the fold sections of society that, despite constituting a majority of the population, had historically been excluded. he added that the un should also reform itself in order to end the ‘flagrant imbalance’ in its security council.

lula later said it was important to bridge the gap between mercosur and the central american integration system through a wide-ranging trade agreement, and promised that brazil would strive to push forward the relevant negotiations during its presidency of mercosur, which begins next week.

Source: **Agência Brasil**

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14. AS, LIKE, HOW

AS (+ noun)	**LIKE (+ noun)**
Function: I work as a teacher.	Comparison: I work like a slave.
AS (+ clause)	**LIKE (+ noun or pronoun)**
He became a diplomat, as his brother had done before him.	He became a diplomat, like his brother.
As (+ prepositional phrase)	**Like (+ noun)**
In Brazil, as in America, it is possible for the president to be re-elected once.	Brazil, like America, allows the president to be re-elected once.
As (+ clause- omission of subject)	**Like (+ noun phrase)**
As happened last year, the rains came late. (not: as ~~it~~ happened last year) We've got food for as many people **as want it** (not: as ~~they~~ want it)	Like last year, the rains came late.
As (clause + subject – verb inversion)	
As was the case last year, (...) He liked horror films, **as did his friends**.	
As (used as a preposition after certain verbs)	**Like (used as a preposition after certain verbs)**
regard (someone/something) as classify ...as, describe ....as, see/imagine ....as, picture oneself as, treat ....as, serve as, act as act / behave/ seem as if + clause	look like sound like taste like feel like act/ behave/ seem like + noun
such as (to introduce examples)	**like (to introduce examples)**
Brazil exports many goods, **such as** soy beans, coffee, etc. (Note that AS cannot be used alone to introduce an example)	Brazil exports many goods, **like** soy beans, coffee, etc.
How (adverb) = in what way, by what methods	
How did you hear about this course?	[Indirect] She told me how she heard about it.
How – for emphasis, in exclamations	**How + old, often, much, etc**
How nice you look! How tired I feel!	

Practice exercise 14

Translate the following sentences, paying particular attention to "como". Texts in Chapter 4 Translation into

English.

1.	O Conselho de Segurança não pode continuar a ser desrespeitado em suas resoluções como vem ocorrendo .
2.	Mesmo sem resolver todos os problemas (como o do veto, por exemplo), um Conselho ampliado enviaria aos Estados-membros uma mensagem de confiança na capacidade da ONU de se adaptar aos novos tempos.
3.	Sucessivos governos de Sri Lanka baixaram leis que cercearam os direitos dos tâmeis ao impor-lhes o cingalês como língua oficial e restringir-lhes o acesso à educação superior e a cargos públicos.
4.	Não havia razão para que os gregos amassem e, por consequência, guardassem os seus próprios livros: Sócrates, como tantos outros, nada escreveu.
5.	Para completar o paradoxo, é um povo militar e guerreiro, comerciante e prático, imediatista e político, que só admitia a palavra — escrita ou oral — como instrumento da ação, que vai, no mundo ocidental, possuir as melhores bibliotecas...
6.	Pois nesse júri cinco indivíduos, murchos com o golpe de 10 de novembro, indispostos ao elogio, enfastiados, decidiram ler mais de cinquenta volumes. Podem imaginar como a tarefa se realiza.

15. ALTHOUGH, DESPITE, ETC.

Although/ even though/ though **+ clause [= subject + verb]**	**Despite/ in spite of [US only: in despite of]** **+ noun or gerund**
Although the government has made efforts to promote multilateral relations, it is undeniable that some countries are more important than others for our foreign policy.	**Despite the government's efforts** to promote multilateral relations, it is undeniable that some countries are more important than others for our foreign policy. **[In spite of the government's efforts…]**
Even though multilateral relations are the priority, bilateral relations with individual countries cannot be neglected.	**In spite of making efforts** to promote multilateral relations, the government admits that some countries are more important than others. **Despite making efforts…, the government…**
	Notwithstanding + noun phrase
	Notwithstanding the government's efforts to promote international relations, it is undeniable that some countries are more important than others. **The government's efforts notwithstanding,** it is undeniable that…
However Adverb- freestanding + commas	**Albeit + adjectival/ adverbial/ noun phrase** used for introducing a comment that slightly changes or reduces the effect of what you said before it
Multilateral relations are a priority. **However,** some countries are more important than others. Multilateral relations are a priority. Some countries, **however**, are more important …	The United States finally agreed, **albeit unwillingly,** to support the U.N. action. Multilateral relations, **albeit not always productive**, are a priority for Brazil.

Practice exercise 15

Link the sentences in different ways, as indicated.

1. The crisis was severe. It did not last long.

a) Although

b) Despite

2. The president made efforts to pacify the rioters. He did not succeed.

a) In spite of

b) Even though

c) ...albeit

3. Aid was sent to the disaster area. Many people died.

a) Despite

b) However

c) Even though

d) Notwithstanding

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16. WORDS THAT ARE EASILY CONFUSED

This section seeks to indicate a few problem words. Candidates are encouraged to do further research with dictionaries, as these notes are very superficial.

		AROUSE (aroused, aroused)

1.	**ARISE (arose, arisen)** Intransitive (no object, no passive voice forms) *Problems often* arise.	**AROUSE (aroused, aroused)** Transitive (= object: usually a strong emotion + passive voice forms) *We need to* arouse *some enthusiasm.*
2.	**AVOID** (v) Try not to get near, try not to get involved *Good citizens avoid committing crimes.* *Are you* avoiding *me? You haven't spoken to me all week.*	**PREVENT** (v) Stop something from happening, stop someone from doing something. *The police try to* prevent *crime.* *Her father tried to* prevent *her from leaving.*
3.	**ECONOMIC** (adj) = financial *Brazil has experienced many* economic *crises.*	**ECONOMICAL** (adj) = saves money, time, etc. *I bought the most* economical *car I could find. It doesn't* *use much petrol.*
4.	**ESPECIALLY** (adv)=in particular, above all *Translation is hard,* especially *from Portuguese to English.*	**SPECIALLY** (adv) = for a special purpose *The text was* specially *chosen for the examination.*
5..	**EVEN SO (adverbial)** Used for introducing a statement that seems surprising after what you said before. *Crashes are rare, but*, even so, *there should be stricter safety regulations*.	**EVEN THOUGH (conjunction)** Used for introducing a fact that makes the main statement in your sentence very surprising. *Most of us ignore this good advice*, even though *we know it to be true.*
6.	**FIND** = discover any thing or object. Find *the definition of that word in a dictionary.* Find *the dictionary.*	**FIND OUT** = discover information only. Find out *what that word means.* Find out *if it comes from Latin.*
7.	**HISTORIC** (adj) = making history *This is a* historic *moment.*	**HISTORICAL** (adj) = related to history *She wrote a* historical *novel.*
8.	**LIE (lay, lain, + LYING)** Intransitive (no object, no passive voice forms) *The answer* lies *in investment.*	**LAY (laid, laid + LAYING)** Transitive (= object, + passive voice forms) *We must* lay *the foundations for a better future.*
9.	**ONCE** (Time: = after) Once *you have finished, you can go home*.	**SINCE** (Can be cause = as, because) Since *you have finished, can you help me?*
10.	**REMEMBER** (v) (one agent involved) *I* remember *going there when I*	**REMIND** (v) (two agents involved) *You must* remind *me to go back there.*

	was young.	
11.	**REPLACE** (v) (the old with/by the new) *I'd like to* replace *my old VW Gol with a new Mercedes.*	**SUBSTITUTE** (v) (the new for the old) *I'd like to* substitute *a new Mercedes for my old VW Gol.*
12.	**REVERSE** Change direction, go back, overrule a decision. *New governments frequently* reverse *the previous government's policies.*	**REVERT** Return to a previous state. *Old people sometimes* revert *to childish ways*
13.	**RISE (rose, risen)** Intransitive (no object, no passive voice forms) *Prices* rise *every year.*	**RAISE (raised, raised)** Transitive (= object, + passive voice forms) *People* raise *their prices every year.*
14.	**SCENARIO** Situation that could happen, vision of the future; film: written description, screenplay, script. *The most likely* scenario *is that the pollution will continue.*	**SCENE (preposition: on)** Place where something happens, context. *On the contemporary* scene*, the emerging economies are gaining strength.*
15.	**SCENE** Section of a play, film, or real event; setting. *The film opens with a frightening* scene*.* Scenes *of devastation accompanied the earthquake.*	**SCENERY (uncountable)** Landscape, painted backcloth in the theatre. *The* scenery *in Scotland is really beautiful.* *In Shakespeare's time, theatres didn't use any scenery.*

Practice exercise 16

Complete each sentence correctly, with one of the words in brackets. In the case of verbs, choose a correct tense and form.

1. (rise / raise) Participants _______________ many interesting questions at the last meeting.

2
. (rise / raise) Interest rates have been____________ recently.

3
. (revert /reverse) After a while, the cleared area of the forest ______________ to jungle.

4
. (revert/reverse) The judge _______________ the ruling, overturning the previous sentence.

5
. (arise/ arouse) The tragic images of Angolan children ______________________ compassion.

6
. (arise/ arouse)A crisis _____________ in 1997, when there was a run on Asian currencies.

7
. (find/ find out) He wants to _____________ who his ancestors were.

8
. (find/find out) He _____________ some documents in the archives.

9
. (scene/ scenario) The most frightening ________ _______________ would be an all-out attack on Iran to prevent it from developing nuclear weapons.

1
0
. (scene / scenery) A _____________ of chaos met our eyes, when we returned to the house.

1
1
. (lie / lay) The WTO seeks to ____________ down rules for the settlement of trade disputes.

1
2
. (lie / lay) The roots of the problem ___________ in the patterns of colonialism imposed on the country.

1
3
. (once/ since) _________ the USA was colonised by people who intended to settle, cultural patterns are quite different from those of Brazil.

1
4
. (once / since) In general, the Portuguese colonial rulers returned to Portugal _________ they had served their term in Brazil.

1
5
. (economic / economical) When there is an ________ _________________ squeeze, the government always asks us to be __________________.

16. (historic / historical) Shakespeare’s history plays are based on _______________ accounts of certain _____________ events.

17. (replace/ substitute) The Brazilian alcohol programme was designed to ___________ imported petrol with home-produced alcohol. Alcohol can be _______________ for petrol relatively easily in tropical countries.

18. (especially/ specially) They made a cake ________ ______________ for my birthday party. I’m very partial to cake, ________________ chocolate cake.

19. (remember/ remind) _____________ me to give you back the book I borrowed last month. I‘m afraid I didn’t ________________ to bring it today.

20. (avoid/ prevent) I always hope to _____________ traffic jams when I’m driving around the city. The new one-way system is designed to ______________ traffic jams in the rush hour.

CHAPTER 6 - KEY TO LANGUAGE NOTES AND EXERCISES

Exercise 1.1

Remember these answers are a guide only

	Nouns normally used ***without the***	Nouns normally used ***with the***
a)	society	the family, the community, the tribe
b)		the world, the universe, the solar system, the cosmos
c)	public opinion	the public, the nation, the state
d)	man, mankind, humanity	the human race
f)		the opposition, the cabinet, the rule of law, the political system
g)	diplomacy, education	the civil service, the educational system
h)	justice	the economy, the financial system, the legal system
i)	capital punishment (law)	the law, the police, the death penalty
j)	Human rights, development, international aid	the economic order
k)	climate change, global warming	the greenhouse effect, the ozone layer

Practice exercise 1.2

Unemployment falling to record low, says Mantega (**18 June 2010**)

Finance Minister Guido Mantega said this week that **the** Brazilian economy has been growing with 'redoubled vigour' since **the** international financial crisis and is on course to generate 2 million new jobs during 2010 – an increase in employment of 6.5%.

Almost a million new jobs were created between January and April. Longer-term forecasts suggest employment will continue to grow by an average of over 5% in **the** next few years.

In proportion to **the** size of **the** economy Brazil's rate of job creation has been **the** highest in **the** world, Mantega said. He also predicted that **the** average rate of unemployment during 2010 will have been **the** lowest since records began. It currently stands at 6.8%.

Mantega noted that Brazil's rapid growth has not led to inflation or balance-of-payments problems, unlike in **the** past. Nor, he predicted, will it cause any 'bottlenecks' in terms of infrastructure or energy generation.

Source: **Agência Brasil** and **Embassy of Brazil in London**

Economic surge continues

21 May 2010

Brazil's economy has been growing vigorously in recent months, with most analysts predicting it will achieve an annual rate of at least 5% over **the** course of 2010.

Figures released this week show that more than 960,000 jobs were created in **the** formal sector between January and April – **the** highest number since records began. Labour and employment minister Carlos Lupi predicted 2.5 million formal-sector jobs will be created by **the** end of **the** year – 25% more than had been anticipated in January.

Speaking in Rio de Janeiro on 20th May, **the** head of **the** Institute of Applied Economic Research, Marcio Pochmann, pointed out that **the** global economic recovery is being led not by **the** most industrialised nations but by developing countries. He suggested Brazil could become **the** world's fifth biggest economy by **the** end of this decade. Pochmann added, however, that Brazil's objective should not be fast growth in itself, but to combine growth with social welfare and environmental sustainability.

Source: **Agência Brasil** and **Embassy of Brazil in London**

Practice exercise 1.3

Definite Article - Use and omission of THE

1. Brazilian foreign policy normally requires THE.		False
2. Brazilian diplomacy normally requires THE		False
3. Brazilian diplomatic service normally requires THE	True	
4. Titles – President Lula, Professor Dawkins, etc. require THE		False
5. Possessives: Brazil's objectives requires THE		False
6. Possessives: United States' objectives requires THE	True	
7. Possessive: Barack Obama's government requires THE		False

8. Possessive: Obama government requires THE	True	
9. International organisations: UNESCO, UNICEF, NATO require THE		False
10. International organisations: WTO, IMF, UN, G-20 require THE	True	
11. Trade rounds- Doha Round, Uruguay Round, etc, require THE	True	
12. The phrase international community normally requires THE	True	
13. The phrase national sovereignty normally requires THE		False
14. The generic phrase British society normally requires THE		False
15. Specific types of society- consumer society, affluent society,etc., require THE	True	
16. An abstract noun followed by ***of*** e.g. death of the leader normally requires THE	True	
17. There is a difference between economy [no article] = thrift, careful spending	True	
18. and the economy = national financial system	True	
19. Nouns ending in –ism [Communism, Modernism, patriotism] require THE		False
20. Names of academic subjects – history, philosophy, economics, take THE		False
21. Names of political parties [PT, PSDB, Lib-Dems] normally take THE	True	
22. Names of religions [Christianity, Islam, Buddhism, Taoism, etc.] require THE		False
23. Military groups- Armed Forces, Army, Navy, Air force, Marines, etc., require THE	True	
24. Names of gases – oxygen, nitrogen, CO^2, etc. – normally		

24. Names of gases – oxygen, nitrogen, CO , etc. – normally require THE		False
25. Names of seas and oceans normally require THE	True	
26. Countries: plural names and names containing of require THE	True	

Practice exercise 2.1

1.	China's socialist revolution	was	one of the 20th century's greatest events.
2.	The China's socialist revolution	was	one of 20th century's greatest events.

3.	Legend of	Pandora's box	is fascinating.
4.	The legend of	the Pandora's box	is fascinating.

5.	The President's wife's opinions	are often important in	country's political affairs
6.	President's wife's opinions	are often important in	the country's political affairs.

7.	I read it in	a book of Hobsbawm's.
8.	I read it in	a Hobsbawm's book
9.	I read it in	Hobsbawm's book.
10.	I read it in	the Hobsbawm's book.

11.	Did you see	yesterday's TV news programme?
12.	Did you see	the yesterday's TV news programme?

13.	The Arundhati Roy's first novel	won Booker Prize in 1997.
14.	Arundhati Roy's first novel	won the Booker Prize in 1997.

15.	Drought is	one of the Northeast's recurrent problems.
16.	The drought is	one of Northeast's recurrent problems.

17.	The government's response	to the Pakistan's floods	was slow.
18.	Government's response	to Pakistan's floods	was slow

Practice exercise 2.2

Find a good translation for each of these noun phrases. Use possessive (‘s) + noun, noun modifier + noun , adjective + noun or adverbial phrase, according to what you think sounds best.

1.	A reforma das Nações Unidas *The reform of the United Nations/ UN reform*
2.	os direitos dos tâmeis *[The] Tamils’ rights / the rights of [the] Tamils*
3.	o silêncio da comunidade internacional *the silence of the international community* *[the international community’s silence]*
4.	uma das maiores angústias da humanidade *one of humanity’s greatest torments* *[Note that anguish is uncountable*- possibly*: one of the greatest examples of humanity’s anguish]*
5.	o caráter de um povo, voltado para a conquista do mundo *the character of a people / driven towards world conquest/ aiming for the conquest of the world /* *[Note that “people” should be immediately followed by the participle clause beginning with “driven” or “aiming”]*
6.	a herança da escravidão, que deixou... *the heritage of slavery, which [has] left ...*
7.	A unidade política da Europa *The political unity of Europe/ Europe’s political unity*
8.	A Europa, berço da civilização, *Europe, the cradle of civilisation,*
9.	As contradições do sistema colonial *The contradictions of the colonial system* *[The colonial system’s contradictions]*
10.	uma espécie de cavalo de Tróia *a kind/ sort/ of Trojan horse*
11.	a República Popular da China *The People’s Republic of China*
12.	o desfile de ontem *yesterday’s procession*
13.	uma clara demonstração do poder militar da China

13.	*a clear demonstration of China’s military power*
14.	uma clara demonstração do poder militar da China, que exibiu suas armas mais modernas *a clear demonstration of the military power of China, which exhibited its most modern weapons*
15.	o enriquecimento de urânio *uranium enrichment / the enrichment of uranium*
16.	a fabricação de bombas atômicas *the manufacture of atomic bombs*
17.	um estado do Golfo Pérsico *a Persian Gulf state*
18.	a extração de petróleo *oil extraction/ petroleum extractions [drilling]*
19.	60% da produção no mundo vem da região *60% of the world’s output comes from the region / 60% of world output comes from the region.*
20.	a exploração do espaço *space exploration/ the exploration of space*

Practice exercise 3

Relative clauses (who, which and that)

1. Yesterday I attended a meeting **that /which** dealt with development loans

2. The UNDP, **which** operates in many countries, helps to set up and manage projects.

3. The children **who/ that** live in shanty towns have health problems.

4
. Brazil is a large country **that/ which** has many problems. Brazil, **which** has many problems, is a large country. (Note: "*Brazil that"* is impossible – there is only one Brazil, so the clause is non-defining)

5
. The North East is a relatively poor region **that/ which** needs assistance in the field of health. The North East, **which** is a relatively poor region, needs assistance in the field of health.

6
. At that time, the President of the USA was Ronald Reagan **who** had been a film star.

Practice exercise 4

WHICH or WHAT

1
. **What** I'd like to know is **which** of the candidates will win the election, **which** will be held in October.

2
. I don't know **which** sweater to buy, the red one or the blue one.

3
. Either decision is likely to bring criticism, **which** the government would prefer to avoid. But **what** is really important is to raise more money for social programmes, **which** need to be carried out urgently.

Practice exercise 5.2

a. Since the 19th century, Brazilian decision-makers **have** often **said** it would be better to seek partnerships that **did not restrict** the country's capacity to act in the international arena.

Answers:

have said [depends on since + present perfect]

did not restrict – which here has the force of ***would not restrict***.

b. By increasing the number of trading partners, Brazilian foreign policy **has reduced** the country's economic dependence on developed countries, where the current financial crisis **began.**

-

Answers:

has reduced – an effect continuing or visible now; ***began*** refers to an unspecified point of time in the past.

c. In the last few years, Brazil **has played** a growing global role, due to its ever- increasing weight in crucial debates, such as the economic crisis and climate change.

Answer:

has played – "in the past few years" can be considered to introduce an effect which is continuing now.

d. Brazilian foreign policy is usually characterised by scholars as being pragmatic, because it **has not changed** much over time. However, a few years ago, our diplomatic focus **moved** towards new partnerships, such as cooperation with Africa and Asia.

Answers:

has not changed [effect still present/ continuing]- present is characterized + present perfect. ***moved*** – the word ‘ago’ excludes the use of the Present Perfect by specifying a past time.

e. The Brazilian government **has promoted** a realignment in its international priorities in recent years.

Answer:

has promoted – compare #3, Expressions like “in recent years”, “in the last few years” extend time from the past into the present.

f. When Brazil **voted** against the Security Council resolution to strengthen sanctions against Iran, in June 2010, i
ts action **marked** a new assertion of independence.

Answers:

voted – past time clearly expressed – action completed ***marked*** – also referring to the same point of time.

Practice exercise 5.3 [Literal translations]

	A recente história de Guiné-Bissau é marcada por lutas internas pelo poder. O país se tornou independente do regime colonial português em 1956

1.	O país se tornou independente do regime colonial português em 1956. Desde então, não experimentou tempos de estabilidade política. O presidente Malam Bacai Sanhá venceu as eleições em junho de 2009.
	The recent history of Guinea-Bissau has been marked by internal power struggles. The country became independent of the Portuguese colonial regime in 1956. Since then, it has not experienced times of political stability. President Malam Bacai Sanhá won the elections in June 2009.
2.	Os ministros da Agricultura do Brasil e da Argentina se reunirão nesta segunda-feira, em Brasília, para tratar do comércio de produtos do agronegócio entre os dois países. Desde abril o comércio de alimentos entre os dois países é tenso.
	The Ministers of Agriculture of Brazil and Argentina will meet in Brasilia this coming Monday to deal with trade in agribusiness products between the two countries. Since April, trade in foodstuffs between the two countries has been tense.
3.	Foi a primeira visita de um presidente brasileiro a Israel desde a criação do Estado, em 1948. Do ponto de vista das relações bilaterais, foi muito boa. O presidente Lula chegou acompanhado de uma delegação muito importante de empresários e investidores.
	It was the first visit to Israel by a Brazilian president, since the creation of the state in 1948. Predident Lula arrived accompanied by a very important delegation of businessmen and investors.
4.	Desde que foi eleito, em 2006, o presidente Felipe Calderón intensificou a luta contra os cartéis do narcotráfico, mas sem resultados. A violência cresceu e hoje 15 milhões de armas clandestinas circulam no México, a maioria vinda dos EUA, onde são vendidas livremente.
	Since he was elected in 2006, President Felipe Calderón has been intensifying the struggle against the drugs[s] cartels, without any results. Violence has grown and today 15 million illicit weapons are circulating in México, the majority of them from the USA, where they are sold freely.
5.	Um ano após o golpe em Honduras em que o então presidente Manuel Zelaya foi afastado pelo Exército sob a mira de armas, Honduras, como problema regional, permanece sem estar resolvido, para a insatisfação de todos.
	A year after the coup in Honduras in which the then president, Manuel Zelaya, was removed from office by the Army with their weapons trained on him, Honduras is still an unsolved regional problem, to everybody's dissatisfaction.
6.	Os acontecimentos que se seguiram ao golpe de 28 de junho de 2009 em Honduras feriram, talvez de modo permanente, as normas e mecanismos internacionais de defesa da democracia; os abusos dos direitos humanos passaram por escalada no país, que, enquanto isso, segue excluído por muitos da comunidade regional (incluindo o Brasil).
	The events that followed the coup of June 28th 2009 in Honduras, damaged

	the inernational norms and mechanisms for the defence of democracy, perhaps in a permanent way; human rights abuses have escalated, which, meanwhile, is still ostracised by many members of the regional community (including Brazil).
7.	A petrolífera britânica BP procura parcerias com "investidores estratégicos" para garantir sua independência, evitando que alguma concorrente se aproveite do momento turbulento por que passa para se apoderar da maioria acionária da empresa. Desde o fim de abril, ela tenta, sem sucesso, controlar um vazamento de óleo em uma plataforma de exploração localizada no Golfo do México, nos Estados Unidos.
	The British oil company BP is looking for partnerships with "strategic investors" to safeguard its independence, preventing any competitor from taking advantage of the turbulent moment it is going through to capture the majority of the company's shares. Since the end of April, BP has been trying unsuccessfully to control the oil leaking from an exploration rig in the Mexican Gulf, in the USA.

Word order in English:

A. Position of adverbs

a) Adverbs of manner, place or time:

subject verb object adverb

Normal word order: They studied the sentences carefully.

Answers

1. Where else in the sentence could you place the adverb "carefully"?

- They carefully studied the sentences.
- Carefully they studied the sentences.

2. Where <u>couldn't</u> you place it?

- They studied carefully the sentences. [Immediately after the verb.]

b) Adverbs of frequency (sometimes, often, usually, etc.)

subject adverb verb object

Normal word order: She occasionally produces a brilliant piece of writing.

3. Where else in the sentence could you place the adverb "occasionally"?

4. Where couldn't you place it?

- She produces occasionally a brilliant piece of writing. [Immediately after the verb.]

5. What happens when there is an auxiliary verb- e.g. She has produced a brilliant composition ?

- She has occasionally produced a brilliant composition. [The adverb comes between the auxiliary verb and the participle.]

6. What happens when the verb is "to be"- e.g. She is brilliant ?

- She is occasionally brilliant. [The adverb of frequency comes immediately after the verb to be]

Pratice exercise 6.1

Possible positions for the adverb are marked X.

1.	*urgently*	*Brazil X needs fiscal reform X.*
2.	*recently*	*The President of Brazil X paid an important visit to Iran X.*
3.	*fluently*	*She speaks English X.*
4.	*hardly ever*	*She X speaks English.*
5.	*steadily*	*Airlines have X increased their safety precautions X since 9/11.*
6.	*successfully*	*The parties X achieved an agreement X.*
7.	*aggressively*	*The insurgents X attacked their targets X.*
8.	*considerably*	*Brazil has been X increasing its presence abroad X in the past decade.*
9.	*soon*	*Many people believe there will be progress X.*
10.	*anxiously*	*Many people are X hoping X for educational reform.*
11.	*yesterday*	*X The minister attended an important meeting X.*

Pratice exercise 6.2

Translate these sentences, paying attention to position of adverbs and adverbial phrases:

1.	Raramente ia ao teatro na minha infância. **I rarely went** to the theatre in my childhood. [Normal] **Rarely did I go** to the theatre in my childhood. [Rhetorical]
2.	Os embarques de carne bovina para os EUA estão suspensos desde o fim de maio deste ano. [...] Antes da suspensão, o Brasil exportava mensalmente para os EUA cerca de US$ 50 milhões em carne industrializada. Exports of beef to the USA have been suspended since the end of May this year. Before the suspension, Brazil exported around US$ 50 million dollars' worth of processed meat **every month**/ per month.
3.	O governo brasileiro espera retomar parcialmente as exportações de carne bovina para os Estados Unidos a partir da semana que vem. Uma missão técnica estará na quinta-feira em Washington para discutir o assunto com as autoridades americanas. The Brazilian government is hoping / for a partial resumption of/ to partially resume beef exports to the USA from next week onwards. A technical mission will be in Washington on Thursday to discuss the matter with [the] American authorities.
4.	A visita do presidente à Africa tem um tom pragmático: aproximar comercialmente o Brasil do continente africano. The president's visit to Africa has a pragmatic tone: to seek closer trade relations between Brazil and the African continent/ to bring Brazil commercially closer to the African continent.
5.	O Brasil tem que ter relações comerciais com o maior número possível de países. Mas deve evitar gestos que pareçam ser uma aprovação a governos que desrespeitem sistematicamente os direitos humanos e que se perpetuem no poder. Brazil has to have trade relations with the largest possible number of countries. But it must avoid gestures that may seem to give approval to governments which systematically disregard human rights and maintain their hold on power.
6.	As potências mundiais, lideradas pelos Estados Unidos, suspeitam que o Irã quer fabricar armas nucleares sob o disfarce de um programa atômico civil. O Irã afirma que seu programa nuclear tem propósitos puramente pacíficos. The world powers, led by the US, suspect that Iran wants to manufacture nuclear weapons, disguised as a civilian atomic programme. Iran affirms that its nucelar programme has purely peaceful purposes.
7.	Também é urgente a tarefa de ajudar o povo do Timor Leste a garantir o direito de decidir o seu próprio futuro como nação independente. It is also urgent to carry out the task of helping the people of East Timor to safeguard their right to decided on their own future as an independent nation.

Practice exercise 7

Translate the sentences, paying attention to correct word order.

1.	No momento em que o confronto entre Israel e a Turquia fortalece as forças radicais do Oriente Médio, o que é que a diplomacia européia está esperando?
	At the time when the stand-off between Israel and Turkey is strengthening the radical forces of the Middle East, what is European diplomacy waiting for? [Direct question]
2.	Se se perguntar ao iraniano que vive na cidade, ele está frustrado, insatisfeito com a miséria. Já os que vivem em áreas rurais, mais distantes ou humildes, mal sabem das questões da política externa. Se você perguntar o que acham das sanções, certamente terá como resposta: ‘Sanções, mas que sanções?’.
	If you question an Iranian city-dweller, he is frustrated, dissatisfied with poverty. But those who in the more remote or humble areas of the countryside know very little about questions of foreign policy. If you ask what they think of the sanctions, you are sure to get the answer: “Sanctions, but what sanctions?” [Indirect question, then direct question].
3.	O fato, contudo, é que a aliança EUA-Israel, apesar de ainda sólida, já deixou de ser inquestionável. Os americanos começam, ainda que timidamente, a se perguntar se vale a pena proteger o Estado judeu de forma quase incondicional.
	The fact is, however, that the US-Israeli alliance, albeit still solid, has now ceased to be unquestionable. [The] Americans are starting to ask themselves, however timidly, whether it is worth protecting the Jewish State in a virtually unconditional way. [Indirect question]
4.	A agressão foi a arma preferida de Saddam Hussein contra o Irã e o Kuwait, repetidamente usada no torvelinho do Oriente Médio, no subcontinente indiano e na Península Coreana, e contra as Ilhas Malvinas. Como é possível processar líderes por genocídio, mas absolvê-los do crime de agressão?
	Aggression was Saddam Hussein’s chosen weapon against Iran and Kuwait, it was repeatedly used in the turmoil of the Middle East, on the Indian sub-continent and the Korean Peninsula, as well as against the Malvinas [Falkland] Islands. How is it possible to prosecute leaders for genocide, but absolve them of crimes of aggression? [Direct question].
	Antes de falarmos em abertura, precisaremos ver qual será o próximo

5.	Antes de falarmos em abertura, precisaremos ver qual será o próximo gesto de Raúl Castro. Esse foi um ato político. O próximo será econômico?
	Before we speak of [democratic] opening [up], we need to see what Raul Castro’s next move will be. This one was political. Will the next one be economic? [Indirect question, then direct question].
6.	Com as bolsas de valores em alta, investir em ações é bom negócio? [Direct question]
	With the stock markets going up, is it good business to invest in shares?
7.	“Só depois de testar o etanol nos transportes públicos poderemos pensar na possibilidade de importação”, afirma o secretário do Ministério de Transportes da Alemanha.
	“Only after testing ethanol public transport will we be able to think about the possibility of importation,” said Germany’s Transport Minister. [Inversion after *Only*]
8.	A necessidade de se avançar o processo de desarmamento nuclear é a maior prioridade, até porque, somente com o fim das armas nucleares, teremos garantias plenas quanto à não proliferação.
	The need to push the nuclear disarmament process forward is the greatest priority, if only because not until nuclear weapons come to an end will we have full guarantees of non-proliferation. [Inversion after *not until*].
9.	Só muitos anos depois o público viria tomar conhecimento dos grandes nomes de 1922 e um Mário de Andrade, por exemplo, só alcançaria um vasto círculo de leitores nos dias de agora... (Jorge Amado)
	Only many years later would the public come to know the great names of 1922, and a Mario de Andrade, for example, would only reach a vast circle of readers in our own times... [Inversion after *Only many years later*].
10.	Só no médio prazo, é que os países do G20 deveriam comprometer-se a restaurar a sustentabilidade das finanças públicas.
	a) It is only in the medium term that the G20 countries should commit to restoring the sustainability of public finances. [Without inversion- *only* follows *It is*- the main verb.] b) Only in the medium term should the G20 countries commit [themselves] to restoring the sustainability of public finances. [*Only* precedes the main verb, so inversion is necessary.]
11.	É digno de nota um acordo de 1995, que abria a possibilidade de exploração econômica conjunta de uma faixa do Atlântico entre a costa

	argentina e as Malvinas.
	a) It is worth noting that there is a 1995 agreement, which opened the possibility of joint economic exploitation of a strip of the Atlantic between the Argentine coast and the Malvinas/Falklands. [This version avoids a double subject by using '*there is'* as a second verb. b) A 1995 agreement, which opened the way to joint exploration of a stretch of the Atlantic between the Argentinian [Argentinean] coast and the Malvinas/ Falklands, is noteworthy. [The word order is changed to avoid saying ~~*It is noteworthy an agreement*~~ – double subject, wrongly constructed.]
12.	É alto o custo do ensino particular no Brasil.
	The cost of private education in Brazil is high. [Note the change in word order to avoid a double subject.]
13.	São muitos os fatores de estímulo aos investimentos no exterior: as companhias estrangeiras perderam valor de mercado; a valorização do real aumentou o poder de compra dos brasileiros; e algumas companhias brasileiras se tornaram ainda mais fortes em processos de consolidação de mercados, casos do Itaú-Unibanco e da Brasil Foods.
	a) Many are the factors that stimulate overseas investments; foreign companies have lost their market value; the rise in value of the real has increased Brazilians' purchasing power; and some Brazilian companies have become even stronger in market consolidation processes, the case of Itaú-Unibanco and Brazil Foods. [The double subject here is avoided by the literary turn of phrase '*Many are the factors*.' b) There are many factors that stimulate.... [Use of *There are...]*

Practice exercise 8

Choose the correct form to fill each gap. At the end of the sentence, circle **A** (=Adjective) or **P** (=Pronoun)

1. The village will be submerged if **another** dam is built on the river. **A**

2

. The Sardar Sarovar dam project will displace 12,000 people, and some estimates suggest 400,000 **others** will be affected. **P**

3

. Researchers can never prove their theories. They can only wait for **others** to knock them down. **P**

4

. Among **other** uncertainties, the draft report asks about the effects of melting ice on the North Atlantic. **A**

5

. Recent events in Brazil-Iran relations have focused on aspects **other** than nuclear issues. **A**

6

. Conflict in the Balkans, just as in **other** parts of Europe, had socioeconomic causes. **A**

Practice Exercise 9

1.	O chefe mandou comprar móveis novos para sua sala.
	The boss ordered new furniture for his room.
2.	Preciso de umas informações sobre mortalidade infantil no Brasil.
	I need some information on infant mortality in Brazil.
3.	A sonda espacial tem equipamentos sofisticados para medir os efeitos da falta de gravidade.
	The space probe has sophisticated equipment to measure the effects of lack of gravity.
4.	Einstein fez muitas pesquisas na área de matemática e física.
	Einstein did a lot of research in the area of mathematics and physics.
5.	O furacão Katrina causou danos terríveis no Estado de Louisiana.
	Hurricane Katrina caused terrible damage in the state of Louisiana.
6.	Entreguei dois trabalhos para o professor.
	I handed two pieces of work to the teachers.
7.	O menino faminto comeu quatro pães.
	The hungry child ate four bread rolls.
8.	Ontem, escutei uma música linda.
	Yesterday I heard a lovely song / a lovely piece of music.
9.	O Ministro fez muitas viagens ao exterior, levando muitas bagagens.
	The Minister went on many trips abroad, taking a lot of luggage.

1

. Companies will find it easier to outsource and to use communications to develop
deeper relations with suppliers, distributors and many **others** who might once have been vertically integrated into the firm. **P**

2

. The Internet will push **other** industries in the same direction. **A**

Practice exercise 10

1

. The government is concerned to improve the welfare of **the poor**. There is a proposal to tax **the rich**.

2

. **The British** are said to more reticent than people from Italy.

3

. **The Chinese** recently celebrated the anniversary of their revolution.

4

. **The old** are a significant section of the community.

5

. There is a law prohibiting discrimination against **the handicapped**

Practice exercise 11

(Intended answers - alternatives may be possible.)

1

. Before the big event, the roads and the **means** of transport must be improved.

2. The UN and the OAS are two of the main **forums** for regional discussions.

3. He studies violence, drug-related crime and other similar social **phenomena**.

4. We must establish clear rules and **criteria** for the evaluation of schools.

5. State universities often have **campuses** in several towns or cities.

6. Six supersonic **aircraft** suddenly flew over our heads.

7. International sanctions normally involve **embargoes** on various aspect of trade.

8. There are several theories or **hypotheses** about the origin of those plant **species**.

Practice exercise 12.1

Complete the following sentences with the correct plural form of the word in brackets.

1. [fox] Urban **foxes** have become a serious problem in England.
2. [way] There are several **ways** of solving this problem.
3. [library] Brazil needs to invest more in public **libraries**.
4. [batch] The postman delivered two large **batches** of letters.
5. [puppy] **Puppies** make enchanting pets.
6. [key] I seem to have lost my **keys** again.
7. [dish] They served the fruit on silver **dishes**.
8. [miss/class] He never **misses** any **classes**.

Practice exercise 12.2 Verbs

Verb	-ing form	Past simple	Past participle
carry	carrying	carried	carried
die	dying	died	died
enjoy	enjoying	enjoyed	enjoyed
feel	feeling	felt	felt
fit	fitting	fitted	fitted
get	getting	got	got (US gotten)
hop	hopping	hopped	hopped
hope	hoping	hoped	hoped
lie	lying	lay	lain
play	playing	played	played
put	putting	put	put
read	reading	read	read
rely	relying	relied	relied
ride	riding	rode	ridden
spy	spying	spied	spied
steal	stealing	stole	stolen
study	studying	studied	studied
swim	swimming	swam	swum
vote	voting	voted	voted
write	writing	wrote	written

Adjective	Adverb	Adjective	Adverb
mere	**merely**	happy	**happily**
immediate	**immediately**	lazy	**lazily**
definite	**definitely**	lengthy	**lengthily**
sole	**solely**	cowardly	**In a cowardly way**
remarkable	**remarkably**	friendly	**In a friendly way**
invariable	**invariably**	**Irregular adverbs**	
psychological	**psychologically**	fast	**fast**
occasional	**occasionally**	good	**well**
comic	**comically**	daily	**daily**
economic	**economically**	early	**early**
economical	**economically**	late	**late**
historic	**historically**	hard	**hard**
historical	**historically**	public	**publicly**

What rules govern the spelling of adverbs?

Type of adjective	Spelling rule	Example
a) ending in -e	**Keep the -e and add -ly**	infinitely
b) ending in -ble	**Take off the -e and add -y**	reliably
c) ending in –al	**Add –ly**	carefully
d) ending in –ic	**Add -ally**	eccentrically
e) ending in y	**Take off -y and add -ily**	prettily
f) when an adjective ends in –ly [e.g. friendly, cowardly, etc.]	**In a ________ way**	in a fatherly way

Practice exercise 13.1

Punctuate by putting in capital letters where required.

Last Thursday, Mrs Wilson drove to the centre of Oxford in her little Peugeot to meet some Asian friends who were studying English at St Clare's College. She knew they would be leaving in August and she wanted to have tea with them to say goodbye. She had thought of inviting them to the Randolph Hotel and offering them dry Martinis, but realised it would be inappropriate for the Moslems in the group, so they decided to meet at the Kadena Café instead.

Practice exercise 13.2

Lula calls on UN to look towards Central America

30 July 2010

President Luiz Inácio Lula da Silva this week called on the UN to take a more active interest in events taking place in Central America. Speaking on 28 July during a visit to Brasília by Nicaraguan president Daniel Ortega, Lula said the UN should pay attention to the democratic projects in the region that are bringing into the fold sections of society that, despite constituting a majority of the population, had historically been excluded. He added that the UN should also reform itself in order to end the 'flagrant imbalance' in its Security Council.

Lula later said it was important to bridge the gap between Mercosur and the Central American Integration System through a wide-ranging trade agreement, and promised that Brazil would strive to push forward the relevant negotiations during its presidency of Mercosur, which begins next week.

Source: **Agência Brasil**

Practice exercise 14

[Literal translations]

1.	O Conselho de Segurança não pode continuar a ser desrespeitado em suas resoluções como vem ocorrendo.
	Security Council resolutions cannot continue to be disregarded, **as** has been happening [or: **as** they have been].
2.	Mesmo sem resolver todos os problemas (como o do veto, por exemplo), um Conselho ampliado enviaria aos Estados-membros uma mensagem de confiança na capacidade da ONU de se adaptar aos novos tempos.
	Even without solving all the problems (**such** **as** the veto, for example), an enlarged Council would send a message to confidence in the UN's capacity to adapt to new times to its Member-States.
3.	Sucessivos governos de Sri Lanka baixaram leis que cercearam os direitos dos tâmeis ao impor-lhes o cingalês como língua oficial e restringir-lhes o acesso à educação superior e a cargos públicos.
	Successive governments of Sri Lanka have promulgated laws that limit the rights of the Tamils by imposing Sinhalese on them **as** the official language and restricting their access to higher education and to public office.
4.	Não havia razão para que os gregos amassem e, por consequência, guardassem os seus próprios livros: Sócrates, como tantos outros, nada escreveu.
	There was no reason for the Greeks to love, and therefore keep, their own books: Socrates, **like** so many others, wrote nothing.
5.	Para completar o paradoxo, é um povo militar e guerreiro, comerciante e prático, imediatista e político, que só admitia a palavra — escrita ou oral — como instrumento da ação, que vai, no mundo ocidental, possuir as melhores bibliotecas…
	To put the finishing touches to the paradox, it is a warlike, practical trading, and political nation, with mainly short-term interests, which only admitted the word – written or spoken – **as** an instrument of action, that will possess the best libraries in the Western world…
6.	Pois nesse júri cinco indivíduos, murchos com o golpe de 10 de novembro, indispostos ao elogio, enfastiados, decidiram ler mais de cinquenta volumes. Podem imaginar como a tarefa se realiza.
	So on this panel, there were five world-weary individuals, shrunken by the November 10th coup, unwilling to praise anything, and these judges decided to read more than fifty volumes. You can imagine **how** the task was performed.

Practice exercise 15

Link the sentences in different ways, as indicated.

1. The crisis was severe. It did not last long.

a) Although the crisis was severe, it did not last long.

b) Despite the severity of the crisis, it did not last long. /Despite being severe, the crisis did not last long.

2. The president made efforts to pacify the rioters. He did not succeed.

a) In spite of making efforts to pacify the rioters, the president did not succeed. /In spite of his efforts to pacify the rioters, the president did not succeed.

b) Even though the president made efforts to pacify the rioters, he did not succeed.

c) The president made efforts to pacify the rioters, albeit unsuccessfully.

3. Aid was sent to the disaster area. Many people died.

a) Despite aid being sent to the disaster area, many people died/ Despite the aid sent to the disaster area, many people died.

b) Aid was sent to the disaster area. However, many people died.

c) Even though aid was sent to the disaster area, many people died.

d) Notwithstanding the aid sent to the disaster area, many people died.

Practice Exercise 16

Complete each sentence correctly, with one of the words in brackets. In the case of verbs, choose a correct tense and form.

1. (rise/raise) Participants raised many interesting questions at the meeting.

2. (rise/raise) Interest rates have been rising recently.

3. (revert/reverse) After a while, the cleared area of the forest reverts to jungle.

4. (revert/reverse) The judge reversed the ruling, overturning the previous sentence,.

5. (arise/arouse) The tragic images of Angolan children aroused compassion.

6. (arise/arouse) A crisis arose in 1997, when there was a run on Asian currencies.

7
. (find/find out) He wants to find out who his ancestors were.

8
. (find/find out) He found some documents in the archives.

9
. (scene/scenario) The most frightening scenario would be an all-out attack on Iran...

1
0
. (scene/scenery) A scene of chaos met our eyes, when we returned to the house.

1
1
. (lie/lay) The WTO seeks to lay down rules for the settlement of trade disputes.

1
2
. (lie/lay) The roots of the problem lie in the patterns of colonialism…

1
3
. (once/since) Since the USA was colonised by people who intended to settle, cultural patterns are quite different from those of Brazil.

14. (once/since) In general, the Portuguese colonial rulers returned to Portugal once they had served their term in Brazil.

15. (economic/economical) When there is an economic squeeze, the government always asks us to be economical.

16. (historic/historical) Shakespeare’s history plays are based on historical accounts of certain historic events.

17. (replace/substitute) The Brazilian alcohol programme was designed to replace imported petrol with home-produced alcohol. Alcohol can be substituted for petrol relatively easily in tropical countries.

18. (especially/specially) They made a cake specially for my birthday party. I’m very partial to cake, especially chocolate cake.

19. (remember/remind) Remind me to give you back the book I borrowed last month. I‘m afraid I didn’t remember to bring it today.

20. (avoid/ prevent) I always hope to avoid traffic jams when I’m driving around the city. The new one-way system is designed to prevent traffic jams in the rush hour.

CHAPTER 4 - KEY TO FALSE COGNATES

[see pages 153-154]

Portuguese	English	English	Portuguese
atual	current, present	actual	real
aviso	notice, warning	advice	conselho
assistir	attend, watch	assist	ajudar
atender	answer, meet the needs	attend	frequentar
bravo	fierce, brave	brave	corajoso
cargo	post, position	cargo	carga
compreensivo	understanding	comprehensive	abrangente
compromisso	commitment	compromise (n)	meio-termo
comprometer-se	commit oneself to	to compromise (v)	chegar a meio-termo

Portuguese English English Portuguese

Portuguese	English	English	Portuguese
conferência	lecture	conference	congresso
conferir	check, compare	confer	agraciar
delito	crime, offence	delight	deleite
desgraça	misfortune	disgrace	vergonha, escândalo
discutir	quarrel, argue	discuss	debater
enjoar	feel sick, nauseated	enjoy	gostar, desfrutar
estrangeiro	foreign, foreigner	stranger	forasteiro
eventual	possible	eventual	final, a longo prazo
explorar	exploit, abuse (explore)	exploit	explorar
êxito	success	exit	saída
esquisito	strange, odd	exquisite	lindo, perfeito
gentil	polite, kind	gentle	meigo, tenro
impedir	prevent, stop	impede	dificultar
indústria	company, factory	industry	setor industrial
largo	wide, broad	large	grande
largamente	widely	largely	na maioria
leitura	reading	lecture	palestra, conferência
livraria	bookshop, bookstore	library	biblioteca
luxuria	lust, luxury	luxury	luxo
moroso	slow, sluggish	morose	deprimido
magazine	department store	magazine	revista
notícias	news	notices	avisos, anúncios
notório	famous, renowned	notorious	de má fama
parentes	relatives, relations	parents	pais
particular	private, particular	particular	especial, particular
pretender	intend	pretend	fingir, dissimular
puxar	pull	push	empurrar
retirar	withdraw, take out	retire	aposentar
reunião	meeting	reunion	reencontro

reunião	meeting	reunion	reencontro
sensível	sensitive	sensible	sensato
simpático	nice, likeable	sympathetic	compassivo
ultimamente	recently	ultimately	em última análise
valor(es)	valuables, values	value(s)	valores morais, culturais, etc.

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<http://www.yourdictionary.com>

<http://www.bbc.co.uk>

1* On close analysis, Paragraph F appears out of place – it could well have come earlier in the text, perhaps after Paragraph C. But thirty years on, this still seems a remarkably good piece of writing under examination conditions.